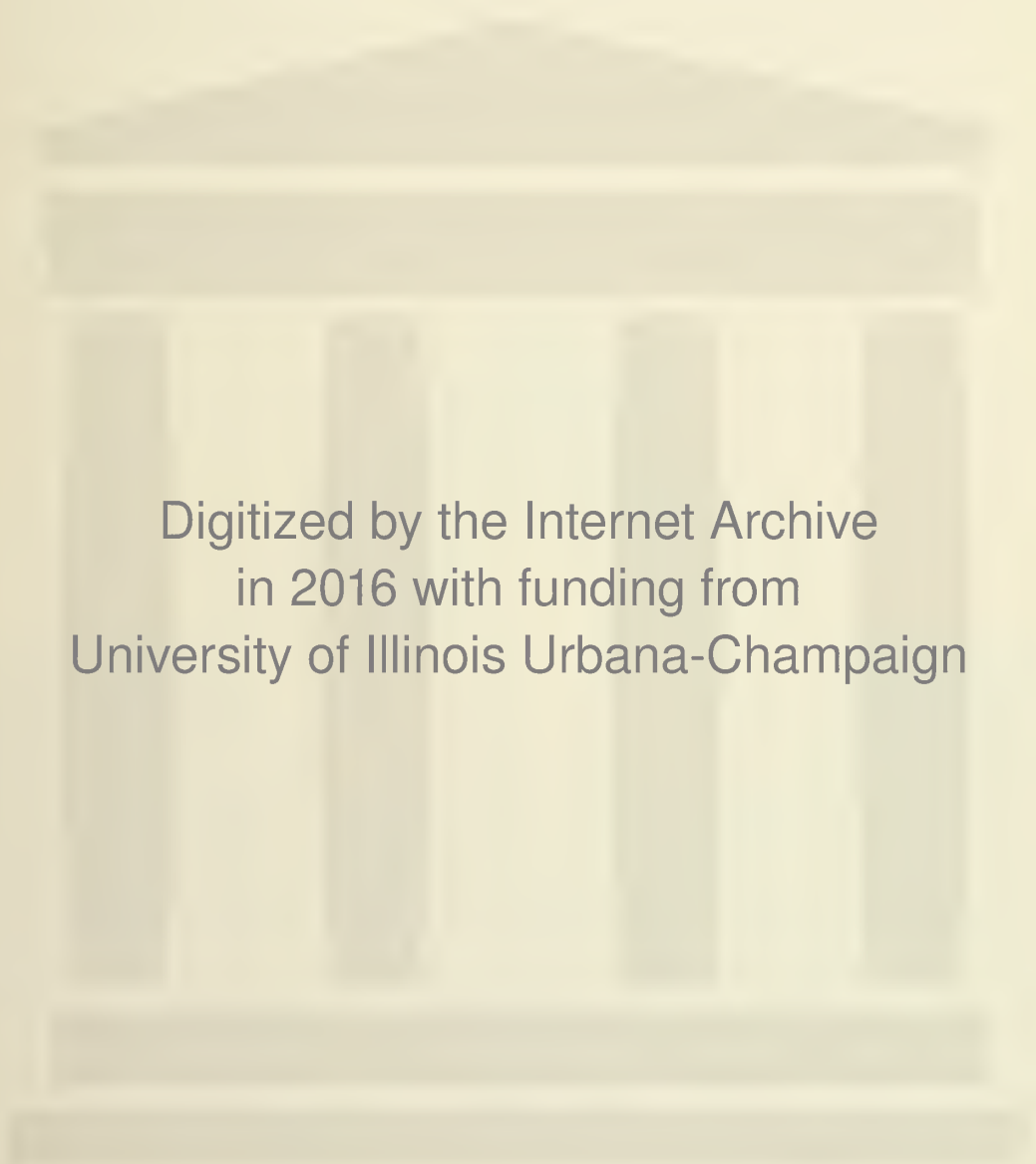


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UNIVERSITY OF ILLINOIS

INTERNATIONAL TEACHER
DEVELOPMENT PROGRAM.





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INTERNATIONAL TEACHER DEVELOPMENT PROGRAM



SOUTHERN ILLINOIS UNIVERSITY
CARBONDALE, ILLINOIS

I N T E R N A T I O N A L
T E A C H E R D E V E L O P M E N T P R O G R A M
for
26 VOCATIONAL EDUCATORS FROM 19 COUNTRIES
at
SOUTHERN ILLINOIS UNIVERSITY
September 19 to December 20, 1959



Sponsored by
U. S. Department of State

Administered by
U. S. Office of Education
Department of Health, Education, and Welfare

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A MESSAGE FROM SIU'S PRESIDENT



Dr. Delyte W. Morris
President

The three-months visit paid to us last fall by 26 teachers from all over the world was one whose many gratifications we are still savoring. The benefits of this visit will be long felt by the University and community of Carbondale, and all of us who were associated with this stimulating group must be unreservedly grateful for the opportunity to play host.

Among this University's objectives is the formal resolve that it shall become "a center of order and light that knowledge may lead to understanding and understanding to wisdom." By understanding, of course, is meant that flash of clarity which so often attends new learning, however modest its content may seem as we grow more learned. That flash, enabling us to extend intellect by following its light to other discoveries, is not just an incidental joy of scholarship. It is in fact what gives the pursuit of knowledge its special allure.

By bringing to us these teachers from other lands, the International Teacher Development Program afforded those of us at Southern Illinois University a unique opportunity to extend our awareness of the universal "terms" involved in our calling. Although the purpose was to give the visitors a first-hand look at United States school and community relations--perhaps to give them something to take back--I feel that we profited as much. We were sometimes startled by the similarities between our teaching problems and those in India or Norway. We were sometimes puzzled by the differences. But we--students as well as faculty--gained a lot of understanding that brightened some mental corners and rearranged some mental images.

Our experience went considerably farther than brief and inconclusive discussions. They lived with us in our homes, spent weeks with us in our classrooms, our shops, our clubs, and our churches. The whole period was free of much of the forced formal touring that usually accompanies such visits. Through becoming so well acquainted with all of them individually, we not only acquired some universal insight but a fresh look at ourselves as teachers. Seeing oneself through another's culturally defined field of vision can be instructive.

We hope that our 26 friends and erstwhile visitors would feel as inspired and rewarded as we do for the experiences of those three months. If the program serves no other purpose than to clarify and to sharpen our awareness of each other's individuality, then it will be successful. I wish to commend it most heartily.

GOOD NEIGHBORS AND TEACHERS



Dr. John E. Grinnell
Coordinator

Dean, College of Education

In considering good teaching, as to what it is and how it is to be gained, we teachers of teachers too often look at a township or a county or a portion of a state and say, "We must prepare our youth for teaching these children in this environment. Life is different in the urban areas up North, and children have different backgrounds. Other states have ideas unlike ours. After all, teachers must take on the coloration of their communities if they are to be successful."

If we thought in that wise--and I have heard such ideas expressed here and elsewhere--we were shocked out of our provincialism when the International Teacher Group came into our little university town last September. They came from everywhere--from the rigors of Iceland, Finland, and Norway, and from the perpetual summers of Malaya, Burma, and Zanzibar. They were from the cradles of history--Egypt and Greece and from islands bound for a place in history such as Trinidad and Jamaica. They were all good teachers and leaders of teachers back home. Like those among whom they studied here, they were experienced and skillful.

Within a matter of days our world widened to embrace the far countries that gave the visiting teachers their distinction and sent them to us with enthusiasm to know us and to learn from us. They may have learned much from our teachers, our school plants, our equipment, our methods. They said they got to know and to admire the people of the town and the University. When they left, it was old friends parting not without tears here and there among us and among them.

They could not have learned any finer thing than we did. We learned how important and how universal good teaching and good teachers are. We learned that East and West can meet, that North and South are together in banishing artificial frontiers of the world. If they had taught us nothing but this, we would still be much richer for their stay among us.

THE PROGRAM IN DETAIL



Dr. Alberta L. Humble
Associate Coordinator

I. Administrative Arrangements

Excitement was high in Carbondale and at Southern Illinois University as planning began in earnest, early in August, for the visit of 26 foreign educators from different countries all over the world. The first press release alerted the newspapers and radio and TV stations in Southern Illinois and the neighboring areas of St. Louis and Cape Girardeau, Missouri, Paducah, Kentucky, and Evansville, Indiana that our guests were to be from A to Z--Australia to Zanzibar. These teachers and school administrators, on grants sponsored by the Department of State in co-operation with the Office of Education, had been nominated by their Ministries of Education with the concurrence of the American Embassies. They were all interested in one phase or another of vocational education. How broad their fields of interest were can be seen by reading the section of this report devoted to the educators' comments. For administrative purposes, the early planning activities can be divided into three sections:

A. Housing

Providing suitable housing for our visitors presented some problems. Carbondale has no public transportation and a great many of the homes within easy walking distance of the campus are rooming and boarding houses for students. These were not desirable for two reasons: the students needed the housing, and the accommodations would not have given the visitors the experience of living in private homes. Finding the right home for the right person, not too far away from the University, was no easy task.

In July, a letter was sent to all the faculty and staff of Southern Illinois University, asking for assistance in providing housing. Some names were received in response to this request. Announcements were made in the churches, and one or two more persons responded. It was the devoted effort of Mrs. Mary Wakeland, Assistant Coordinator for Housing, which accomplished the desired results. She telephoned all possible prospects and hunted up more through friends. Then she called on them personally, armed with the pictures and biographical data of the prospective guests. Careful consideration was given to mutual interests, so that the living experience would be beneficial to both host and guest. Thus it was possible, in many cases, for the host to act as an additional advisor to the grantee. Further comment on the success of this phase of the program will be found later in this report. The names of the hosts and hostesses who so kindly opened their homes to our guests are as follows:

Mr. and Mrs. William F. Bartlett, 410 E. Grand--Nail Falay and Gerdur Johannsdottir
Mr. and Mrs. Harlan Beem, 600 Taylor Drive--Gerald Durrant
Mr. and Mrs. James Benzinger, 404 W. Walnut--Ada Pastor
Mr. and Mrs. Amos Black, 211 W. Freeman--Carmel Cuschieri

B. Community Planning

Mr. Carl Birkholz, Birkholz Card & Gift Shop; Past President, Chamber of Commerce
Mr. J. Q. Clark, Principal, Attucks High School
Mr. Jack Drake, Principal, Community High School
Mr. William Eaton, Eaton & Brown Appliances; City Commissioner
Mr. Wayne Given, Business Manager, Doctors Hospital; Junior Chamber of Commerce; Lions
Reverend Charles E. Howe, First Presbyterian Church
Reverend Robert T. Hutsch, St. Frances Xavier Catholic Church
Mrs. Harry Koonce
Mr. Carl Mayhew, Southern Illinoisan Newspaper
Mr. Paul McRoy, WCIL Radio Station
Mr. John T. Moake, Director, Carbondale Recreation Program; Kiwanis
Dr. R. F. Sondag, Regional Health Officer
Mrs. Ernest Sorgen
Mr. Phil Stiles, Stiles Office Equipment; Rotary
Mrs. Archie Stroup, Stroup's Store
Mrs. Bessie Warren, Teacher, Thomas Elementary School
Mrs. Clyde Winkler

C. University Planning

4

OUR HEADQUARTERS IN BARRACKS "K" WAS USED FOR MANY THINGS



For Socializing



For Seminars



and Planning Sessions



For Transacting Business



Writing Letters



and Recuperation

was open at all times, and a telephone. Adjoining the lounge was the Associate Coordinator's Office. These facilities were in the center of the campus, just a few steps from the University Cafeteria and from the library.

Other pre-arrival activities which proved helpful included the making of large weekly charts for posting of individual and group activities, tentatively arranging for a University bus for group field trips, obtaining identification cards and instructional material for each grantee, etc. Conferences were held with the Chairmen of all University departments which would be involved in either a service or advisory capacity, and with Dean Ernest J. Simon, who had agreed to supervise the seminars. Since the majority of the faculty were on vacation, it was not possible to decide, finally, on a few advisors until after the arrival of the foreign educators. Following is a list of those who served in an advisory capacity for the program:

Dr. T. W. Abbott, Dean of College of Liberal Arts and Sciences and Professor of Chemistry.
Dr. Harlan D. Beem, Associate Professor of Educational Administration and Supervision.
Dr. George Bracewell, Associate Professor of Educational Administration and Supervision.
Dr. I. Clark Davis, Associate Professor, Director of Student Affairs and Dean of Men.
Dr. Harold L. DeWeese, Assistant Professor of Education and Director of Guidance at University School.
Dr. John H. Erickson, Associate Professor of Industrial Education.
Dr. Eugene D. Fitzpatrick, Associate Professor and Chairman of Guidance.
Dr. Anna Carol Fults, Professor and Chairman of Home Economics Education.
Dr. Ralph O. Gallington, Professor and Chairman of Industrial Education; Acting Chairman of Applied Science.
Mr. Harvey F. Gardner, Instructor of Guidance.
Mr. Marvin P. Hill, Associate Professor and Coordinator of Business Technology, Vocational Technical Institute.
Miss Rena L. Hodgen, Visiting Professor of Home Economics Education.
Dr. M. Keith Humble, Director of Vocational Technical Institute and Professor of Industrial Education.
Dr. Arthur E. Lean, Professor and Chairman of Educational Administration and Supervision.
Dr. J. Murray Lee, Professor and Chairman of Elementary Education.
Dr. Charles D. Neal, Professor and Director of Student Teaching.
Dr. Eileen E. Quigley, Professor and Dean of School of Home Economics.
Dr. Harves Rahe, Associate Professor and Chairman of Secretarial and Business Education.
Dr. Wayne S. Ramp, Assistant Professor of Industrial Education.
Dr. Victor R. Randolph, Professor of Elementary Education.
Dr. Henry J. Rehn, Professor and Dean of School of Business.
Mr. William W. Rice, Instructor and Coordinator of Industrial Wood Technology, Vocational Technical Institute.
Dr. Clarence D. Samford, Professor and Chairman of Secondary Education.
Dr. Willis G. Swartz, Professor and Dean of Graduate School, Foreign Student Advisor.
Dr. Paul R. Wendt, Associate Professor and Chairman of Instructional Materials.
Mr. Lucian D. Willey, Instructor and Coordinator of Transportation Technology, Vocational Technical Institute.

II. Group Schedule

A. Arrival

The educators were scheduled to arrive in St. Louis at 1:15 p. m., Central Standard Time, on Saturday, September 19, and be met by a chartered bus which was to bring them directly to the Plaza Courts Motel, Carbondale, where they were to stay for the night. Reservations had been made at the motel for the group in order to allow them to relax one night before going to their new homes, and to give the coordinators an opportunity to discuss housing with them and make last minute changes, if necessary. Sunday was also a better day for the hosts to receive their guests.

Figuring on the necessary delays in arrival and a two hour bus trip, plans were made for a representative group of Carbondale citizens to greet the teachers at the motel between 4:30

and 5:00 Daylight Saving Time. The teachers were to be given some time to freshen up and at 6:30 were to be picked up by University officials and advisors and taken to dinner at the University Cafeteria for an official welcome and introduction to the University. It was planned to show two films, "The People's University" and "The Year of the Saluki" to acquaint them with SIU.

These "best laid plans" were never realized. The mayor and the Carbondale citizens were waiting when a call came from the bus driver in St. Louis; some of the teachers' luggage was missing and they were waiting for the next train, due any moment, to see if their bags were on it. Time of arrival in Carbondale was therefore very indefinite. Dinner, films and University reception were cancelled but there were still some "greeters" on hand when the group arrived about 8 p. m.--hot, dirty, discouraged, and very tired.

While the educators cleaned up, arrangements were made with a nearby restaurant to serve a late supper and, shortly after 9 p. m., they finally received an informal but most sincere, "official" welcome.

B. The First Week

Although the Calendar of Group Activities is complete, the first week on the campus is treated here in more detail because of its significance. First impressions are lasting, as can be seen by some of the comments the teachers have made later in this report.

The Sunday morning after their arrival those who wished to go to church were taken by volunteer citizens to the church of their choice. By this time Mrs. Wakeland had ironed out a few last-minute housing problems, the hosts were all contacted, and many of the teachers had moved into their new homes before the bus trip on Sunday afternoon. This trip acquainted them with the immediate surrounding region: the Carbondale campus, the V. T. I. campus, and a few of the scenic areas--Crab Orchard Lake, Little Grassy Lake and Giant City State Park. It also gave them an opportunity to begin to know their coordinators, Dean Simon, and a few other University people with whom they would be working. They were given envelopes which contained general information about the University (catalogs, bulletins, pamphlets, maps, play and football schedules), about the territory (Illinois map, brochures on State and National parks and historical and scenic spots, Carbondale information and map), a welcoming letter, a letter on housing arrangements and an identification card. After the dinner at Giant City Lodge, the University bus, with Carbondale police escort, took each one to his new home.

The rest of the week the time, outside of the seminar, was spent in orientation and advisement. The educators had individual interviews with the Associate Coordinator, studied the class schedules, met the faculty of various departments in which they were interested, and began to audit classes. Tuesday evening's reception introduced them to the members of the Carbondale Hospitality Committee and there plans were discussed for visits to schools, clubs, and other organizations.

By Saturday night the educators, who had known each other only slightly the week before, were fast becoming a "family." They had been invited, by the people of Carterville (a small town 10 miles from Carbondale), to attend a street fair and crowning of the queen of the fair. In the midst of the festivities a tornado alert was sounded and everyone took cover in nearby homes. The noise of the storm outside was drowned out by the laughter and gaiety of those inside as we watched native dances and sang together English songs which, to the hostess' surprise everyone knew.

C. Calendar of Group Activities

Following is a daily schedule of seminars and events planned for the group. Some of these will be treated in more detail in later sections.

Saturday, September 19

8:00 pm	--Arrived in Carbondale by bus from St. Louis. Supper at Engel's Restaurant. Words of welcome. Guests taken to the Plaza Courts for the night.
---------	--

WE GOT ACQUAINTED THE FIRST WEEK



At Supper the First Night



Sunday, at Plaza Courts



at Giant City State Park



and at the Reception Tuesday Evening

Sunday, September 20

2:30 pm - 8:00 pm--Tour of Southern Illinois by bus. Dinner at Giant City State Park Lodge. Guests taken to their homes.

Monday, September 21

9:30 am --Orientation in lounge.
1:00 pm --Campus tour.
2:00 pm --Library tour.

Tuesday, September 22

8:00 am - 12:00 n --Interviews and advisement.
1:30 pm --General meeting with Associate Coordinator.
2:00 pm --SEMINAR: Dean Ernest Simon, "Background of Vocational Education in the U. S."
8:00 pm --Reception for Carbondale Hospitality Committee and I. T. D. P. teachers.

Wednesday, September 23

8:00 am - 12:00 n --Interviews and advisement.
1:20 pm --General meeting with Associate Coordinator.
2:00 pm --SEMINAR: Dean John E. Grinnell, "American Educational Development."

Thursday, September 24

8:00 am - 12:00 n --Interviews and Advisement.
1:30 pm --General meeting with Associate Coordinator.
2:00 pm --SEMINAR: Dr. Anna Carol Fults, "Home Economics in Vocational Education."

Friday, September 25

1:30 pm --General meeting with Associate Coordinator.
2:00 pm --SEMINAR: Dr. Harves Rahe, "Business Programs at S. I. U."; Dr. Henry J. Rehn, Dean, School of Business, "Offerings of the Departments in the School of Business"; Mr. Harry B. Bauernfeind, "Business in Adult Education"; Mr. Ralph Bedwell, "The Small Business Institute"; Mr. Marvin P. Hill, "Secretarial Programs at the Vocational Technical Institute"; Mr. Walter J. Elder, "Distributive Education Programs at the Vocational Technical Institute."
7:30 pm --Freshman Talent Show at Shryock Auditorium.

Saturday, September 26

6:30 pm --"Free Fair" at Carterville, Illinois.

Sunday, September 27

--FREE for getting acquainted with hosts and/or other arranged social and church engagements.

Monday, September 28.

10:00 am --General meeting with Associate Coordinator.
2:00 pm --SEMINAR:: Dean Ernest Simon, "The Smith Hughes Act."

Tuesday, September 29

10:00 am --General meeting with Associate Coordinator.
2:00 pm --SEMINAR: Dean Ernest Simon and grantees, "What We
Would Like to Do, See, and Learn at S. I. U."

Wednesday, September 30

1:30 pm — 3:00 pm--University Women's Club Fashion Show (Women grantees).
3:30 pm --Visit to McGuire's Fruit Farm.

Thursday, October 1

2:00 pm --SEMINAR: Dean Ernest Simon, "Federal Acts in Vocational
Education after Smith-Hughes"
8:00 pm --Faculty reception at the home of Dr. & Mrs. Delyte
W. Morris, President of Southern Illinois University.

Friday, October 2

3:00 pm --University Museum tour.
6:15 pm --AAUW picnic at Carbondale Reservoir (Women grantees).

Saturday, October 3

2:30 pm — 5:00 pm--Teen-Town Open House at the Carbondale Community
Center.
8:00 pm --Football game: Northern Illinois University--Southern
Illinois University.

Sunday, October 4

FREE for sightseeing, Sunday concert or other campus
activities.

Monday, October 5

10:00 am --General meeting with Associate Coordinator.
2:00 pm --SEMINAR: Dr. Paul Wendt, "Audio-Visual Aids in
Education."

Tuesday, October 6

2:00 pm --SEMINAR: Mr. Grosvenor Rust, "Teacher-Made Materials."

Wednesday, October 7

FREE DAY

Thursday, October 8

12:00 noon --Lunch with Dr. Thomas E. Cotner at the SIU Cafeteria.
1:30 pm --Newcomer's meeting for the women grantees, home of
President and Mrs. Morris.
2:00 pm --SEMINAR: Dean Ernest Simon, "Industrial Education--Non
Vocational."
7:30 pm --Community Council Meeting at the Community Center.
Reception for the grantees.

Friday, October 9

6:00 pm --Visited City Council Meeting at Murphysboro, Illinois,
City Hall, Police and Fire Departments.

Saturday, October 10

FREE DAY. Movie: "Saturday's Hero" at 6:30 and 8:30 pm, Furr Auditorium.

Sunday, October 11

FREE. Sunday Concert, Shryock Auditorium, Painting Exhibition, Allyn Gallery.

Monday, October 12

10:00 am --General meeting with Associate Coordinator.
2:00 pm --SEMINAR: Dean Ernest Simon, "The Elements of a Functioning Program of Vocational Education."
7:20 pm --Visit to Brush School P. T. A. meeting.

Tuesday, October 13

2:00 pm --SEMINAR: Dr. John Mees, "The Illinois Curriculum Program and the Comprehensive School."
6:00 pm --Educational Council of 100 dinner and meeting, I. T. D. P. grantees speakers and guests.

Wednesday, October 14

7:00 am - 5:30 pm--All day trip to two mines: The Sahara Coal Company, Inc., Harrisburg, Illinois and the Minerva Oil Company Fluorspar Mine, Cave-In-Rock, Illinois.

Thursday, October 15

12:00 noon --Buffet luncheon at President Morris' home.
2:00 pm --SEMINAR: Dean Ernest Simon, "Types of Vocational Schools."

Friday, October 16

6:00 am --All day trip to the American Aluminum Company Mine at Rosiclare, Illinois. Visit to Elizabethtown, picnic on the Ohio River. Visit to historic Cave-in-Rock.

Saturday, October 17

9:00 am --Homecoming Parade.
1:30 pm --Football game, Eastern Illinois University - Southern Illinois University.
7:00 pm --Homecoming Stage Show, featuring Joni Names, Eddie Heywood Trio, and Henry Youngman.
9:00 pm --Homecoming Dance

Sunday, October 18

8:00 pm --Play, "Diary of Anne Frank," by the Southern Players.

Monday, October 19

10:00 am --General meeting with Associate Coordinator.
2:00 pm --SEMINAR: Dr. Clarence Samford, "History, Background and Present Role of Secondary Education in the U. S."
7:00 pm --Social dancing.

Tuesday, October 20

2:00 pm --SEMINAR: Dean Ernest Simon, "The Comprehensive School and Vocational Education."

Wednesday, October 21

12:15 pm --Scenic tour to Cairo, Illinois. Reception by staff of County Superintendent of Schools, Cairo Historical Society and Cairo Women's Club.

Thursday, October 22

2:00 pm --SEMINAR: Dean Ernest Simon, "Important Illinois State Department Bulletins on Vocational Education."
6:30 pm --Buffet supper at the home of Dean and Mrs. John E. Grinnell.

Friday, October 23

3:30 pm --Track meet, Illinois State Normal University - Southern Illinois University.

Saturday, October 24

--FREE DAY. Carbondale Council of Garden Clubs Flower Show (2:00 pm - 9:00 pm); Movie: "Masterson of Kansas" (8:00 pm)

Sunday, October 25

8:00 am --Departed by bus for Springfield, Illinois
12:00 noon --Dinner at Lodge, New Salem State Park.
1:00 pm - 6:30 pm--Sightseeing in Springfield.

Monday, October 26

9:00 am - 4:00 pm--Illinois State Department.

Tuesday, October 27

9:30 am - 4:00 pm--Visit to nearby farms. Lunch at farm house, cooked and served by Jackson County Home Bureau.

Wednesday, October 28

9:00 am - 12:00 n --Group and individual interviews with Mr. Keith Eggers.
12:00 noon --Luncheon with Mr. Keith Eggers at SIU cafeteria.
1:00 pm - 5:00 pm--Group and individual interviews with Mr. Keith Eggers.
7:00 pm --Social dancing.

Thursday, October 29

8:00 am - 12:00 n --Interviews with Mr. Keith Eggers.
2:00 pm --SEMINAR: Dean Ernest Simon, Dr. M. Keith Humble, "Review of Role of State Board of Vocational Education in Illinois; Survey of Technical Institute Movement."
4:00 pm - 6:00 pm--Lecture and film for International Educators on "Driver Training in the U. S."

Friday, October 30

9:00 am - 5:00 pm--Interviews with Mr. Keith Eggers.
9:00 am - 3:30 pm--Illinois Education Association, General Sessions, Shryock Auditorium.

Saturday, October 31

12:00 noon --Lunch at Phi Delta Kappa meeting, International men educators.
8:30 pm --Halloween Party and reception by Dean & Mrs. Willis G. Swartz.

Sunday, November 1

2:00 pm - 5:00 pm--Boating on Crab Orchard Lake, tea at Goodmans.

Monday, November 2

10:00 am --General meeting.
1:00 pm --SEMINAR: Dr. Keith Humble, "The Vocational Technical Institute"; held at Southern Acres (VTI) campus.

Tuesday, November 3

12:00 noon --Tasting bee at the First Methodist Church (International women educators).
1:00 pm --SEMINAR: Dr. Keith Humble, Supervised Visit to the Vocational Technical Institute, Southern Acres Campus.

Wednesday, November 4

FREE DAY.

Thursday, November 5

1:00 pm --SEMINAR: Visit to the Vocational Technical Institute, Southern Acres Campus.

Friday, November 6

7:00 pm --Dinner at the University Baptist Church.

Saturday, November 7

1:30 pm --Football game; Bowling Green--Southern Illinois University

Sunday, November 8

3:00 pm --Picnic at the home of Mr. & Mrs. Richard Vogler.

Monday, November 9

10:00 am --General meeting.
2:00 pm --SEMINAR: Dean Ernest Simon and Grantees, "Comparing Vocational Education in Our Countries."
6:00 pm --Meeting of Illinois Association of Colored Women (International women educators).
7:30 pm --Social dancing.

Tuesday, November 10

2:00 pm --SEMINAR: Dean Ernest Simon, "Training for Technicians."
6:00 pm --Business & Professional Women's Club, Carterville, Illinois (International women educators, guests).

Wednesday, November 11

3:30 pm --Tour of the new Home Economics building.

Thursday, November 12

2:00 pm --SEMINAR: Dean Ernest Simon, "Guidance in Vocational Education."

Friday, November 13

7:30 am - 11:00 pm--All day trip to St. Louis, Missouri.

Saturday, November 14

1:30 pm --Football game: Central Michigan--Southern Illinois University.

Sunday, November 15

6:30 pm --Dinner at the Unitarian Church.

Monday, November 16

10:00 am --General meeting with the Associate Coordinator.
2:00 pm --SEMINAR: Films, "Choosing a Vocation," "Aptitudes and Occupations," and "Citizen Chang."
7:00 pm --Films and slides of Norway at home of Dean & Mrs. Ernest Simon, shown by Thormod Egil Kjolner.

Tuesday, November 17

9:30 am --Visit to Prairie Farms Dairy.
12:00 n - 4:00 pm--Lunch and visit to Sangamo Electric Company, Marion, Illinois

Wednesday, November 18

12:30 pm --Visit to Norge Division of Borg-Warner Corporation, Herrin, Illinois.

Thursday, November 19

2:00 pm --SEMINAR: Dr. Jack Graham, "Guidance in Education."
7:30 pm --International Relations Club Meeting. Speakers, International Educators.

Friday, November 20

9:00 am - 5:00 pm--Tour of Bald Knob and Shawnee National Forest.
Visit to Anna State Mental Hospital.
8:00 pm --Obernkirchen Children's Choir, Shryock Auditorium.

Saturday, November 21

6:00 pm --Dinner at Presbyterian Church.
8:00 pm --Basketball game and play at Carbondale Community High School. Reception by faculties of Community and Attucks High Schools.

Sunday, November 22

4:00 pm --Dinner at home of Dr. & Mrs. Keith Humble.

Monday, November 23

10:00 am --General meeting with Associate Coordinator.
2:00 pm --SEMINAR: Dean Ernest Simon, Dr. Keith Humble, "The AVA and IVA Convention; the Public School System in Chicago."

Tuesday, November 24

- 2:00 pm --SEMINAR: Mr. John McDermott, "Labor and Apprenticeship."
7:30 pm --Seminar in Community Development, Community Development Department.

Noon, Wednesday, November 24 through Sunday, November 29

--THANKSGIVING HOLIDAYS.

Monday, November 30

- 10:00 am --General meeting with Associate Coordinator.
2:00 pm --SEMINAR: Dean Ernest Simon, "Textbooks and other Printed Material in Vocational Education."

Tuesday, December 1

- 2:00 pm --SEMINAR: Dr. Eugene Fitzpatrick, "Grading, Tests, and Measurements."

Wednesday, December 2

--FREE DAY.

Thursday, December 3

- 2:00 pm --Carbondale Federated Women's Club meeting and tea. All International Educators invited.

Friday, December 4

- 2:00 pm --SEMINAR: Dr. Eugene Fitzpatrick, "Grading, Tests, and Measurements (continued)."

Saturday, December 5

- 8:00 am --Departed by bus for Chicago.

Sunday, December 6

- 9:00 am - 12:30 pm--Sightseeing in Chicago.
2:00 pm - 6:00 pm--More sightseeing, visit to Museum of Science and Industry.

Monday, December 7

- 9:00 am - 2:30 pm--Visit and lunch at Western Electric Company, Hawthorne plant.
2:30 pm --AVA Convention meetings and exhibits.
8:00 pm --Opening General Session, AVA Convention.
Address: Dr. James B. Conant.

Tuesday, December 8

- 9:00 am - 11:30 am--Visit to Washburne Trade School.
11:30 am - 2:30 pm--Lunch and visit to Bogan Comprehensive School.
3:00 pm --AVA Convention meetings and exhibits.
7:30 pm --Second General Session, AVA. Address: Dr. Willard Goslin, George Peabody College.

Wednesday, December 9

9:00 am - 1:30 pm--Visit and lunch, Dunbar Vocational High School.
2:00 pm --AVA Convention meetings and exhibits.
6:30 pm --AVA Annual Banquet. Address: Hon. James P. Mitchell,
U. S. Secretary of Labor.
10:00 pm --Convention Dance.

Thursday, December 10

9:00 am - 4:00 pm--AVA Convention meetings and exhibits.

Friday, December 11

9:00 am --Joint AVA-IVA meetings.
1:00 pm --Departed by bus for Carbondale.

Saturday, December 12

10:00 --Group Committee Meeting.

Sunday, December 13

2:00 pm --Rehearsal for Farewell Party Show

Monday, December 14

10:00 am --General Meeting with Associate Coordinator.
2:00 pm --Rehearsal for Show.

Tuesday, December 15

9:00 am --Rehearsal for Show, The Haven, Crab Orchard Lake.
7:30 pm --Farewell Party by the Grantees for their hosts and
hostesses and other guests, The Haven, Crab Orchard
Lake.

Wednesday, December 16

3:00 pm --General meeting with Associate Coordinator. Film
on Finland, Mrs. Tuttu Nurmiho.

Thursday, December 17

6:00 pm --Dinner at home of Mr. and Mrs. Davis Pratt.

Friday, December 18

9:30 am --Recognition Exercises for Grantees, Presentation of
Certificates, Farewell Reception: Library Audi-
torium and Lounge.

The International Educators departed from Carbondale
in four different groups: December 19, 3:30 am
and 7:20 am, December 20, 7:20 am and December 22,
5:30 am.

III. Curricular Activities

A. Seminar

As required by the contract between the Office of Education and Southern Illinois University, "a basic seminar on the philosophy and development of vocational education, with some attention to the development of American education generally" was offered for all members

THE LAST WEEK WE LAUGHED AT OUR "HOMEGOING" PARTY



BUT WERE SERIOUS AT OUR "GRADUATION"

of the group. The suggestion in the Manual for Coordinators that this general seminar meet four to six hours each week was followed. Dean Ernest J. Simon, Technical and Adult Education, who supervised the seminar (and taught many of them himself) was formerly Director of the Board of Vocational Education in the State of Illinois, and had just returned from two years in Burma as technical educational consultant to the government. Consequently, he not only knew vocational education in the United States but was aware of the problems in other countries. The topics discussed in the seminars are listed in the calendar of group activities. Some of these (for example, those on instructional materials, and tests and measurements) were requested by members of the group. Recommendations for improvement may be found in the evaluation section of this report.

B. Advisement

The advisement program varied almost from individual to individual. The School of Home Economics assigned one "official" advisor for those women whose major interest was in that field. Dr. Anna Carol Fults acted in this capacity for the first six weeks, until illness prevented her from continuing. Miss Rena Hodgen, visiting professor and formerly Chief of Home Economics Education in the State Board of Vocational Education, carried on in her absence. The duties of this advisor are treated in detail in Dr. Fults' report.

The advisors for the other international educators were chosen after the first exploratory interviews. Every attempt was made to select the advisor for the grantee who would be able to assist him in pursuing his particular interest. Even so, a few educators held such a variety of interests that they requested, and received, more than one advisor. For instance, one had advisors in educational administration and supervision, secondary education, and industrial education; another, in secondary education, teacher training and guidance.

The advisor's duties varied with the needs of his advisee. They included arranging an auditing schedule, furnishing copies of courses of study and lecture notes, planning and evaluating field trips, writing letters to others in the field for future contacts, recommending book purchases, answering questions orally and in writing, and just listening. The time involved ranged from four or five hours over the entire period to several hours every week.

C. Auditing

The auditing portion of the program is the most difficult to present clearly and meaningfully, as the statistics do not give the complete picture. A total of 54 different courses in 20 departments were visited. The average number audited by each was 4.5. One teacher audited 11 courses, one 10; two 8; two 7; six 5; three 4; three 3; seven 2; and one 1.

The reason the statistics are misleading is that it is difficult to say when a course is "audited" and when it is not. Some of the educators wished to pursue a course only long enough to see what was covered in subject matter during the quarter. In some cases this could be determined by visiting the first week, obtaining a syllabus, and "dropping in" a few times later in the quarter. Others wished to observe teaching methods and did not feel it was necessary to audit regularly for this purpose. Quite a few, of course, audited to acquire added knowledge and this required more regularity. This was difficult, in some instances, because of scheduling. SIU is on the quarter system and most undergraduate courses meet four times a week, Monday through Saturday. It was impossible to arrange seminars, school visits and other field trips so that no classes would be missed. Since seminars were held Monday, Tuesday and Thursday afternoons, Wednesdays and Fridays were reserved for longer all-day trips. Occasionally, therefore, it was necessary for a member to miss one and possibly two morning classes during a particular week. On the other hand, many graduate classes meet for two and one-half hours one night a week, or Saturday morning. These could be audited regularly, but it meant missing dinner engagements and other social or cultural activities at times.

For purposes of these statistics a class was considered "audited" if it was attended a sufficient number of times for the visiting educator and/or the teacher of the course to feel the purpose for the audit had been accomplished. Careful analysis indicates that, even when the purpose was acquisition of knowledge and therefore required regular attendance, the scheduling of activities was not a serious problem, if the individual concerned was sufficiently serious about accomplishing his goal. In this respect--and another fallacy of the statistics--it did not necessarily follow that the person who audited the smaller number of courses did so with more regularity. Many who audited two and three courses did so only perfunctorily. They felt the time could be spent more wisely in other ways. Conversely, some who audited five or more were most faithful in attendance.

Probably the most interesting aspect of the auditing program for this group in vocational education was the variety of courses audited. Even this picture is not complete, as many educators "dropped in" on courses often, some obtained lecture notes from instructors and discussed subject matter but did not list the course as being "audited." Consequently, the range of interests is even broader than is indicated in the following list of SIU departments, name and number of courses audited, and number of auditors in each course:

ADULT EDUCATION: Elementary Clothing Construction for Adults--1

CHEMISTRY: Chemical Principles and Inorganic Chemistry (111)--1

CLOTHING AND TEXTILES: Textiles (135)--3

ECONOMICS: National Income Theory (541)--1; Labor Problems (310)--1

EDUCATIONAL ADMINISTRATION AND SUPERVISION: Curriculum (460)--1; School Supervision (456)--6; Community Development Through the School (539)--1; School Administration (424)--5; Philosophy of Education (355)--1

EDUCATION (ELEMENTARY): Understanding the Elementary Child (203)--1

EDUCATION (SECONDARY): High School Methods (315)--1; High School Principalship (564)--2; Workshop: High School Curriculum (562)--1

ENGLISH: Usage in English (391)--1

FOODS AND NUTRITION: Foods (105)--6; Advanced Nutrition (359)--2; Experimental Foods (356)--1

GOVERNMENT: Development of American Constitution (305)--1

GUIDANCE: Practicum in School Personnel Work (576)--1; Tests and Measurements in Secondary School (421)--5; Basic Principles of Guidance (442)--5; Counseling Theory and Practice (537)--4; School Behavior Problems and Prevention (525)--4

HOME ECONOMICS EDUCATION: Home Economics Orientation (111)--1; Evaluation in Home-making Education (310)--2; Homemaking Education for Adults (311)--2; Readings (481)--2

HOME AND FAMILY: Equipment (324)--4; Home Management Lectures (331)--3; Home Economics for Men (300)--5; Child Care and Training (237)--2; Child Development Laboratory (345)--1; Seminar in Home and Family Life (566)--5; Home Arts and Social Usage (301)--3.

INDUSTRIAL EDUCATION: Industrial Arts Drawing (130)--1; Principles of Industrial Education (490)--2; Seminar in Industrial Education (580)--1; Basic Woodworking (112)--1; Machine Woodworking (212)--1.

INSTRUCTIONAL MATERIALS: Audio-Visual Methods in Education (417)--4; Use of Books and Libraries (202)--1; School Library Functions and Management (303)--1; Library Materials for Adolescents (406)--1.

MANAGEMENT: History and Theory of Management (450)--1; Administrative Management (481)--1

MARKETING: Graduate Survey of Marketing (550)--2

RADIO-TELEVISION: Radio-TV in Education (353)--2

SPEECH: Speech for the Foreign Born (108)--7

VOCATIONAL TECHNICAL INSTITUTE: Auto Shop IV (201A)--1; Automatic Transmissions (220A)--1; Wood Identification (128F)--1; Production and Processing Methods (225F)--1; Industrial Woodworking (201F)--1

D. School Visits

The only visits made by the entire group together were to the three representative schools in Chicago: Washburne Trade School (apprenticeship training), Bogan High School (comprehensive high school), Dunbar Vocational School; and to the Vocational Technical Institute at Southern Illinois University. It was felt that the educators would gain more from visiting schools individually or in smaller groups. The three high schools in Carbondale: University School, Attucks, and Community, were happy to have them visit at their convenience. The majority of the group were interested in secondary or university education but, for those who wished to, the Superintendent of Schools in Carbondale (whose wife was on the Hospitality Committee and with whom one of the teachers was living) was glad to arrange visits to elementary schools.

The school visits were left up to the individual teacher and his advisor. Some realized that they would be visiting many schools after the University assignment was completed so they did not make a particular effort to do so here; some were more interested in other things, such as visits to business and industry. Others tried to see as many different schools as possible. Every one visited at least one school in addition to the ones mentioned above; one person managed to get around to 12 different schools, a few of them more than once. The average number of schools visited by the individual educators was five. Some of these visits were arranged through the advisor or other faculty member, who usually accompanied the teacher, but the majority of them were with student teacher supervisors.

The student teaching program at Southern Illinois University requires the student to teach in a school for an entire term. A few of them fulfill this requirement at the University School but the majority go out to various towns in Southern Illinois within an approximate 60 mile radius and work under cooperating public school teachers. Supervisors from the University visit the students regularly and three or four of them are going to some school in the area every day. They were happy to take one or two of the teachers with them on these visits, and arrange in advance for them to talk with the administration and staff, and visit classes. The discussion which took place while travelling to and from these towns in University cars proved to be extremely valuable both to the visiting educator and the supervisor.

Altogether 46 different educational institutions from elementary school through university were visited by the educators, singly or in small groups. Outside of Carbondale these included elementary schools in De Soto, Herrin (West Side School for mentally retarded), Murphysboro, Chicago (Parker Elementary School and Spalding School for Crippled Children); high schools in West Frankfort, Marion, Centralia (and Junior College), Mt. Vernon, Du Quoin, Belleville (and Junior College), Hurst-Bush, Murphysboro, Gorham, Harrisburg, Benton, Pinckneyville, Zeigler, Herrin, Sparta, Carterville, Chicago (Lane Technical School and Chicago Vocational School), Milwaukee, Wisconsin (Milwaukee Trade and Technical High School), St. Louis, Missouri (David Rankin and O'Fallon Technical High School), Little Rock, Arkansas (Central High School); and Antioch College, University of Illinois, Chicago Teachers College, Northern Illinois University, Northwestern University, Illinois Institute of Technology, University of Chicago, University of Illinois Pharmacy School and Illinois Normal University.

IV. Extra-Curricular Activities

A. Special Trips

Many and varied were the trips planned for the group as a whole, as can be seen by looking over the daily schedule. Whenever possible, these trips were taken on Wednesdays and Fridays, so as not to interfere with curricular activities. The longer trips to Springfield and Chicago, although planned for a more specifically educational purpose, were of great social and cultural value as well.

1. Springfield

Since the group was expected by the Office of the Illinois Superintendent of Public Instruction in Springfield on Monday, October 26, we left Carbondale by University bus early Sunday morning, arriving at the Lodge at New Salem State Park for dinner at noon. After dinner the group enjoyed a specially conducted tour through New Salem, the re-created village "where young Lincoln clerked in a store, chopped wood, enlisted in the Black Hawk War, served as postmaster, deputy surveyor and legislator, failed in business, and met Ann Rutledge."



In Chicago--Welding



and Meat Cutting at Washburne Trade School



An Art Class at Bogan High School



The Library at Dunbar Vocational School



Millinery at O'Fallon Technical High School, St. Louis



The Machine Shop at S.I.U.'s Vocational Technical Institute



The Capitol in Springfield



Maxwell Street



and Big Business in Chicago



Hon. George Wilkins' Welcome to Office of Public Instruction

This day with Lincoln was completed by a trip through his home in Springfield--the only house Lincoln ever owned and where he and his family lived from 1844 to 1861--and a visit to the Lincoln Tomb in Oak Ridge Cemetery.

Monday's program started with "greetings" by Hon. George T. Wilkins, Superintendent of Public Instruction. The morning was spent in learning about the various functions of the Office of Public Instruction (i.e.: School Lunch Program, Teachers' Retirement, Special Education, Teacher Certification), a tour through the offices, and lunch in the State Office Building cafeteria. In the afternoon the educators had sessions with the Chiefs of the various divisions of the Board of Vocational Education in which they were interested (Home Economics Education, Technical Education, Industrial Education, Business and Distributive Education, and Occupational Information and Guidance.) Some time was left for a quick trip through the Capitol, the Lincoln Room, the State Library, or the Springfield shopping area before we boarded our bus for Carbondale.

2. Chicago

A chartered bus took us to Chicago and stayed all week to transport the group on our various field trips (See Calendar of Activities). The day before the AVA convention started was spent in a "grand tour," personally conducted and narrated by the Associate Coordinator, whose home town is Chicago. Both the "front and back doors" of the city were seen in the morning--Lake Shore Drive, the Gold Coast, Evanston and Northwestern University, outlying business sections, industrial sections, "Skid Row," and Maxwell Street at the peak of its activity. In the afternoon we visited the Museum of Science and Industry and saw the new slum clearance projects, Illinois Institute of Technology, and Chinatown.

The rest of the week in Chicago, when the teachers were not visiting the convention (and sometimes when they should have been), they explored the fascinations of the big city. All of the Christmas decorations were up on the streets and in the stores, and the lure of "shopping on State Street" was very strong at this time of year. After two months in a small, quiet town, the night life of the metropolis was also enticing for some. All in all, a great deal was learned and enjoyed, but everyone was happy to get back to the comparative tranquillity of what was now "home."

3. Thanksgiving Vacation

Only ten of the international educators spent the vacation period in Carbondale; all of these had more than one dinner invitation for the holiday and the rest of the weekend. Five accepted the hospitality of the town of Robinson, Illinois, where they spent the five days living with families, attending banquets, visiting factories, etc. Others travelled to Cleveland, Ohio; Chicago, Joliet, and Catlin, Illinois; Bloomington, Indiana, and even as far as Tulsa, Oklahoma, to visit friends and relatives. A few went exploring by car: to Mammoth Cave, Kentucky, and to New Orleans and the Gulf Coast.

4. Types of Visits

The group trips were planned to give the visitors an insight into American civilization. The teachers were always eager to participate in these activities and, in addition, they went sightseeing with their hosts or other community friends, or on their own. Following is a list, probably not all-inclusive, of the types of places visited:

Libraries	Drive-in Theatres
Student Talent Shows	Anna State Mental Hospital
Fairs	Zoos
Museums	Dairies
Fruit Orchards and Processing Plants	Grain Elevators
Teen Town	Housing Developments
Community Centers	Trailer Courts
City Council Meetings	PTA Meetings
Laundromats	Plays
Supermarkets	Football, Basketball Games and
Mines (Coal, Fluorspar, Lead)	Other Sports Events
Mills	International Relations Club
Fire Departments	Churches (and Women's Church
	Organizations)

Police Departments
Farms
Medical Centers and Hospitals
Radio Stations
TV Stations
State Capitol
Menard State Prison
Stockyards
Shopping Centers
Art Galleries
Department Stores
Schools and Camps for Handicapped
Children
Historical Monuments
Scenic Spots

Professional Conventions and Annual
Meetings (AVA, IVA, IEA, IASSP,
ASPA)
Service Clubs (Lions, Rotary, Kiwanis)
Civic Organizations
Newspaper Offices
Flower Shows
Community Concerts
Airports
Student Religious Foundations
Nightclubs
Animal Hospitals
Cotton, Trade and Stock Exchanges
Employment and Testing Services
Small and large Business Concerns

and

Factories of all kinds (Sangamo Electric, Norge, Good Luck Glove Co., Wisconsin Steel, Heath Candy, Case Sanitary, Western Electric)

B. University Activities

The Calendar of Group Activities lists only those activities planned for the group or in which the group as a whole took part--except for a brief mention, on some "free" days, of a few special events. As at all universities, the schedule of cultural, sporting, and other events is a full one, and some of the educators took advantage of this opportunity. Although they were given guest faculty and staff cards, the teachers were considered "students" if they wished to participate in the student recreation program, and the Physical Education Department held special dancing classes for them.

Southern Illinois University brings to its campus leaders in various disciplines to speak or perform at Freshman Convocations every Thursday at 10 a.m. (At SIU no classes are scheduled for the 10 o'clock hour on any day; that time is free for meetings, convocations, etc.) Some of the programs this fall proved particularly interesting to the educators: September 24: "Know Your University"; October 1: Henry L. Scott, "Fun and Music"; October 8: George Adams, historian and educator, "American and European Universities"; October 15: Don Freeman, artist-cartoonist-author, "Sketchbook Review"; October 22: Marjorie Lawrence, dramatic soprano, "Keep Busy, Keep Talking"; October 29: Dwight Cooke, radio-TV news commentator, "The World Today"; November 5: Charles A. Phelan, Canadian barrister, "Your Northern Neighbor"; November 12: Cynthia Gooding, folk singer, "Folk Songs from Around the World"; November 19: Hjordis Kittel Parker, travel film, "Norway, Changing and Changeless."

C. Social and Recreational Activities

Mention has been made of the Carbondale Community Hospitality Committee, whose members were instrumental in opening a variety of doors to the visiting educators: churches, service and civic organizations, women's clubs, etc. In addition, the University Women's Club (members or wives of the faculty and staff of Southern) took over the special project of invitations to private homes for teas, dinners and other functions. A committee of ten women was formed and each one was responsible for certain teachers, so that each visitor would have his share of social invitations. An attempt was made to keep a record of these engagements, and each teacher was to record his own on the chart. A count of 310 invitations, with an average of 12 personal invitations each, is inaccurate, as the last weeks were so hectic that it was impossible to keep track. Some were going to two places in one evening. Neither does this count the social invitations for the group as a whole. Many also were the times when several would accompany one of the hosts on trips or picnics to some of the scenic areas in the vicinity; few of these incidents were recorded. It is certainly safe to say that the teachers enjoyed a full social calendar.

D. Speaking Engagements

In addition to the informal speaking engagements in private homes, when the grantees would show slides and discuss their countries, a total of 132 more "formal" speeches were delivered by the educators--an average of more than five each. One member made 15 speeches, another 13, and every one (except for one teacher who left the group early before there were many requests) gave at least one talk, even though at first there were several who felt

incapable of doing so because of language difficulty. This count does not include the interviews which all of them had on the Carbondale and University radio stations. They spoke to faculty meetings and banquets, elementary and high school classes and assemblies, professional fraternities and sororities, service clubs, educational meetings, church organizations, international relations clubs, women's clubs, PTA meetings, local interest groups, Girl Scouts and Boy Scouts, social and business sororities, Salvation Army meetings, University classes, student foreign language groups, Junior Chambers of Commerce, industrial plants, honorary societies, and TV stations. Usually the subject was the country from which they came--its customs, culture, educational system, living conditions, future hopes--but sometimes they appraised our country and its education, philosophy, and way of life. Many of them had slides or pictures which added interest to their talks.

V. Evaluations and Recommendations for Improvement

A. Administrative Arrangements

Housing the educators in private homes proved to be an important factor in accomplishing the objectives of the International Teacher Development Program. Evaluations by both hosts and guests attribute to the success of these accommodations. From hosts:

" . . . I am certain that our entire family gained in understanding and have the feeling that we have established a bridge of friendship that will long be remembered . . . (He) seemed to enjoy the children and they accepted him as a member of the family, and shed tears on his departure. I am glad that we had the good fortune to be included in this project."

" . . . Through her I became acquainted with most of the other members of the group. It has been an exciting experience that will influence life in our home for years to come."

" . . . By the time she left I really felt that she was a member of the family, and in fact she said to me that that is the way she felt here with us. . . . Every minute of her stay with us was a delight. . . ."

" . . . We enjoyed every minute of the time that he was with us. We learned so much about historical background, geography, and the culture of his people. Previous to his coming, we had done some background reading. The first-hand information which he had was most helpful. We hope that he enjoyed learning about America from us to the same degree that we enjoyed learning about his country from him.

" . . . We feel that her stay, was a rich experience for us. She was a most charming, considerate, and cheerful person. She adjusted to our way of living and fit into our family as readily as anyone from our own country. Her leaving left an emptiness in our home which will be felt for a long time. . . . We learn as much from them as they learn from us. We feel it gives us a closer feeling of relationship and tolerance for all people."

The above comments are typical. Such expressions as "enriching experience," "our children enjoyed them and learned so much," "his presence was always on the positive side of the ledger," "like a member of the family," appear often in the letters from the people who so kindly opened their homes and hearts to the visitors.

As for the grantees, every one was grateful for the opportunity of living with Americans. After staying in hotels on the travel portion of the program, they mentioned particularly how much they appreciated the housing accommodations. The following comment, from a written evaluation, is representative:

"Housing and accommodation--It couldn't be better. To live in an American home has permitted to me to understand a really American life. To be treated as a member of the family was wonderful. I always felt free. I could discuss with my host and hostess about everything I was interested, about customs in U. S. A., about education, etc. Children also thought I was a member of their family. They asked me everything they wanted to know about myself, my country, etc. All of them were friendly and kind with me and with my friends who came to visit me. I am very grateful for everything they have done in order to help me have a happy living here."

Of course there were a few problems, but not major ones. One or two of the guests seemed to regard their houses as hotels rather than homes--they were not too careful about keeping their rooms neat, nor about the hours they kept. Another one accepted the hospitality of his hosts too freely; the family felt they had no privacy at all. It is believed these problems could be solved by suggesting, in the information letter to the householder and the guest, that a meeting be held by them once each week, wherein they would discuss any mutual problems that may have arisen, either because of a difference in customs or a lack of understanding of the relationship.

It should be stressed, however, that in no case were the problems more important than the mutual benefits. The last week the visitors gave a party for their hosts as evidence of their appreciation. All of the teachers participated in a hilarious "homegoing" skit and one and all had a wonderful time. Many of the educators wanted to stay with their "families" for Christmas, and left presents under the tree. Most of the hosts brought their guests to train or bus for what proved to be tearful departures. Lasting friendships had been made--friendships which surmounted all differences in religion, nationality, or culture. For housing arrangements to be so successful, careful advance planning is essential. Attention is invited to Mrs. Wakeland's comments later in this report, in which she points out that every little bit of advance information regarding the personality, likes and dislikes, hobbies, and objectives of the visitor is important in trying to provide the very best "home away from home."

The importance of advance planning, in the community and at the University, also cannot be overemphasized. Although community participation was excellent, perhaps even more could be done by meeting with the community committee and briefing members on the program and participants, sufficiently far ahead of time so that each one could take the story to his organizations where definite plans could be made before the arrival of the teachers. It might be wise, also, to have one person on this committee responsible to the coordinator for following up and reporting on these activities.

B. Curricular Activities

The objectives of the International Teacher Development Program which pertain to the academic or more formal education of the grantees are the most difficult to accomplish in a group of this type. Not only were there the expected difficulties of wide diversity in age (23 to 47) and educational and cultural background, but the subject matter interests varied almost from individual to individual. The variety of courses audited and the diversity in fields of interests (listed elsewhere in the report) give some idea of the problem, but not of its complexity. The prospectus for the Teacher Development Program lists vocational education as a field of specialization, along with elementary education, secondary education, teaching of English, etc., and includes in this field vocational guidance, trade and industrial training, vocational agriculture, home economics, and commercial education. This is a logical breakdown for administrative purposes; the difficulty arises because each one of these areas is a field in itself. For example, a home economist is interested in principles and organization, methods and materials, courses and course content in all phases of home economics: clothing and textiles, food and nutrition, home and family, home economics education, child development, family relations, equipment, home management, Home Bureau, etc. The same holds true for the teacher in trade and industrial training or in any of the other areas. In addition, many of the educators had specialized interests: administration and supervision, teacher training, audio-visual education, adult education, tests and measurements. In a situation such as this, no matter how carefully the academic program is planned, not all will benefit to the same extent.

Everyone learned a great deal, of course; some gained most from the seminars, others from auditing and/or advisement, and school visits. A few expected too much from this type of program; what they wanted was an individualized program tailored to their particular needs. The following excerpts from the grantees' evaluations give a cross section of their opinions on the academic phase:

Seminars:

"I believe that personal impressions have value only after a long period of watching, collecting and weighing. For this reason, I am afraid that it is somewhat risky to state conclusions and suggestions and be sure they are not wrong . . . those who assumed the responsibility of our instruction did their best to help us . . . and we are thankful to them. Most of us have come to your country not to listen to so many theories and lessons,

because we could read them in your very good scientific books, but rather to observe the application of theories in practice. We heard a lot of theories and saw very few application of them in practice. Because of the diversity in our interests and needs, only a few seminars were attractive, in spite of Dean Simon great efforts and pains. . . . School reflects the American society, its ideals and development and, before you have acquired an insight into the American "why" and "how" many months will pass."

"If the seminar dealt with the special interest of the individual, I think it would have been more fruitful for us."

"The seminars are really good and profitable--they are essential--however thrice in a week is much--mostly majority of the group does not take much interest later--twice a week is enough--should do class audittings instead."

"The matters which were lectured in seminars gave a common view to the vocational education."

"It is better to change the time of the seminar and I suggest to be before lunch, because after lunch it is the time of resting or sleeping."

School visits:

"Very interesting--give me a whole picture of the Education Setup here both Vocational and Non-vocational. Some are of great help to my profession."

"I have visited many schools in and around Carbondale and made observations and talked to the teachers from my points of view. It was very interesting and it will help me very much."

"As far as the surrounding high schools are concerned, they gave what I believe is a reasonable cross-section of the American High School system."

"Visits to different schools and institutions arranged by the school of Home Economics were very interesting though it is not good to have so many visitors at the same time."

"In my opinion the visits to high schools were very limited in length of time and in number."

"I think that the number of schools visited is sufficient for our purpose."

Auditing:

"Gain a great deal of knowledge to my major interested field . . . it would be far more better to have them more instead of seminars."

"The courses in curriculum, supervision and administration had many interesting things to offer, especially for me as a school administrator."

"In regard to the classes, if not exactly all, most of what the students studied, I had studied before. For this reason I think it is more important to have seminars and personal advisers, than to have regular classes."

"Would have got greater satisfaction from spending more time in classes. Other commitments sometimes prevented this, and so I did not get the benefit of a full term's work in any course."

The teachers of the classes audited also had varying opinions. When the visitors attended regularly the opinion was practically unanimous that the experience was valuable not only for them but for the students in the class and the teacher as well. As one of the latter reported, "I think that the contributions of these teachers and their interest in this class made this one of the most interesting classes I have ever taught." A few SIU teachers, quite naturally, resented the implication that an occasional visit was sufficient to understand even the teaching methods in a course; others felt that those who spoke with them, obtained their lecture notes, etc., and attended the sessions in which they were interested, gained from the courses what they needed but regretted the loss of the mutual benefits which would have been gained by more regular attendance.

Attention is invited to the section on auditing (III-C above), in which it is pointed out that, except for the 2 to 4 o'clock hours Monday, Tuesday and Thursday reserved for seminars, the time was free for attending classes. No other scheduling was compulsory, nor were the later seminars on trade and industrial training and guidance compulsory for those in home economics, as they attended their own seminars. It is not correct, however, to infer that the educators who did not audit regularly (and there were many) were simply "taking it easy," although some of them were. Many felt, and rightly so, that school visits, field trips, speaking engagements, and even social activities were more educational.

The following recommendations for improvement of the curricular activities are made only after careful analysis of the written and oral evaluations of the faculty and staff of SIU who worked closely with the teachers, the written evaluations of the educators when they left Carbondale, and frank interviews with half of them after the community or travel phase of their program.

The heart of the program for vocational education, at least, should be individual academic advisement. Ideally, this would mean that every one of the educators would have a different advisor with whom he would be required to meet regularly. It is realized that, administratively, it would be difficult to add this load to already overcrowded faculty schedules but, in most cases, the time involved (although the meetings should be at least once a week) would not be as important as the sense of responsibility between advisee and advisor. The more specific information which can be obtained about the grantee's objectives and individual interests beforehand the better, so that the advisor can be tentatively appointed, and he can be planning a suggested program before the visiting teacher arrives and school begins. A meeting of these advisors should be held in the summer, the aims of the program as a whole discussed, and the advisors' duties outlined. When the teacher arrives, advisor and advisee will discuss his goals and individual objectives together, in the light of the total program, and choose a project or report to be completed before the end of the three months. The classes to be audited will be chosen to assist the teacher in attaining this goal. From then on the regularly scheduled meetings will be to help the advisee; to check to see that the program he is following is the right one, etc. It would be beneficial if, from time to time, the advisors could meet with each other and with the coordinator to exchange ideas and make suggestions.

It is recommended that the general seminar be compulsory, but be cut to one meeting a week of two hours' duration. The first one or two would be orientation--to the University, to life in Carbondale, and to American vocational education. The aims of the International Development Program should also be discussed, so that they are understood by all. Here, again, more detailed information (perhaps lecture outlines) on what is covered in Washington in the Orientation Program would be most helpful and would prevent time-consuming and needless repetition. As one of the visiting educators suggested, discussion in this basic seminar should deal with "elementary (briefly), secondary, and college levels of education as a basis for complete understanding of the individual member's specialty as it fits into the American educational scene and for understanding the complexities of the American educational system in toto." The philosophy of education should be stressed (touching on such topics as academic freedom, empiric and rationalistic approaches to knowledge, ultimate aims of education, federal aid to education, merit rating of teachers, homogeneous grouping of children, the major systems of philosophy in education, professional ethics, legislation as it affects education, etc.) in order to give a basic understanding of the whole American school system and the position of vocational subjects in the schools. Since it is difficult for people of other cultures to understand the melting pot character of American civilization and the role of the individual in American democracy, some lectures on our social philosophy would be advisable also.

In addition to this basic seminar, each teacher would be required to participate in one other two-hour seminar each week in his specialized field. The number of special seminars held and the content of each would depend on the interests of the group. For instance this year the group interests would have justified seminars in home economics, trade and industrial training, guidance, and administration and supervision. While attendance at one of these special seminars would be compulsory, they could be so arranged that, should an individual desire to do so, he could take advantage of all of them. Should there be only one or two teachers in the group interested in a field, as was the case this year for business education, the special seminar requirements could be met, on recommendation of the advisor, by class auditing, individual research, or consultations with faculty. If it were not feasible to hold these special seminars, because of the diversity of interests in the group and/or

the administrative and scheduling difficulties involved, the second seminar might be of shorter duration and be devoted, as Dean Simon has suggested, "to discussion led by various members of the group, based on visitations, observations, and readings, with special emphasis placed on specific phases of the total educational program and comparisons made with the educational programs in their own countries and evaluations of good features of each." Special interests would then be handled individually. Providing the basic material has been sufficiently covered in the general and special seminars, it would be beneficial for the whole group to meet together for the four hours the last ten days or two weeks to listen to and discuss the reports on each individual's project.

It is suggested that certain school visits be integrated with the seminars, in order to combine practice with theory. Two, or perhaps three, representative high schools of differing types would be visited by the entire group for a three- or four-day period of concentrated study. The visits would begin with a general session with the principal and administrative staff to acquaint the visitors with the general aims of the school, size, programs, etc., and a tour of the physical plant. The rest of the time the group would be broken up into individual interests and would have an opportunity to visit classes and confer with students and teachers. An evaluation of the school should be written by each educator in two parts: one section dealing with education or vocational education, in general; the other with his specific field of interest. These evaluations would then serve as a basis for discussion in the seminars. With this solid background of knowledge the teacher could then make shorter school visits individually, if he wished; if not, he would at least have a good foundation for the next phase of the program.

C. Extra-Curricular Activities

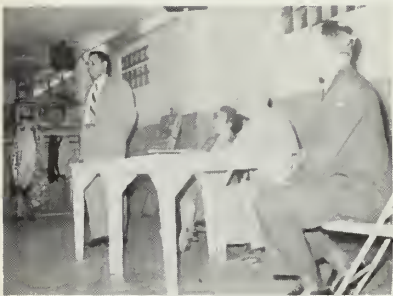
Too much emphasis cannot be given to the value of the social and cultural activities. Group trips to all types of institutions not only gave the visitors an insight into how Americans worked, played and thought, but created an amazing "esprit de corps" within the group itself. One particular group field trip, Friday, October 16, will serve as an illustration. It was dark, but the moon was shining as we boarded our University bus at 6:00 a.m. for the 75-mile trip to Rosiclare, Illinois. After a stop at the V. T. I. cafeteria for breakfast and to pick up our lunch, the sun began to rise--and so did our spirits. Soon everyone was singing, as usual, and it seemed no time at all before we arrived, in a dense fog, at the ALCOA fluorspar mine. Officials of the company were waiting to greet us and to take us on a well-arranged tour. We donned heavy boots and helmets and were briefed about the mine and mining operations by the engineers before we descended underground in small groups to see for ourselves. After investigating the mine we were taken through the mill and saw the complete process from the ore to zinc, lead, and fluorite. Questions were invited and cheerfully answered by all the workers. It was almost noon, the fog had lifted and the sun was warm and bright as we headed for our picnic spot. On the way we stopped to visit the Rose Hotel on the Ohio River in Elizabethtown. The present owner, in her 80's, is a member of the original family who built the hotel (the oldest in operation in Illinois) in 1812. She was delighted to show us around and we would have lingered longer only it had been a long time since breakfast! Our picnic area overlooked the Ohio River in Cave-in-Rock State Park and we had it all to ourselves. (Even though the temperature was in the 70's, it was a little late in the year for picnics.) After lunch we played on the slides, swings and other playground equipment for the children, and we laughed with childlike glee. Then we explored the Cave where the old river pirates and cutthroats used to live, and sat where they used to sit, as we listened to the bloody tales of the "old days." We were a little tired as we started home, but the trip seemed short because the scenery through the "Illinois Ozarks" at this time of the year is breathtaking in its beauty--the trees this fall were particularly brilliant. It had been a long day, but one that would be warmly remembered for many years to come, all around the world.

Two quotations from the evaluations of the visiting teachers attest to their favorable reactions:

"Trips to farms-mines-factories, etc.: Really they are very useful and profitable."

"Trips: Most of the trips we have been to are interesting and educational. These group activities offer an opportunity for the group to get together and to become better acquainted with each other. Also most of the people feel that they do not have

EXTRA-CURRICULAR ACTIVITIES WERE VALUABLE





to be on their best behaviour and they become more relaxed and natural and so one gets to know a person as he really is."

Participation in University activities was valuable to the educators in giving them not only a picture of life at a University and in a college town but an insight into our philosophy of education. Homecoming weekend made the biggest impression. The activities at SIU are elaborate, as at all universities, but individual in character. Thursday night the Queen's coronation is held in the large auditorium and is an impressive show, staged with professional finesse; Friday night there is a play, a movie, and a symphony concert. This year the visiting artist for the symphony was Virginia McWaters, opera star. Saturday is a full day with the parade starting at 9 a.m., the football game at 1:30 (there was also a track meet this year at 2:30), the stage shows at 7 and 9, and the Homecoming dance. For the latter two, excellent professional entertainers are always imported. It was the student participation--the house decorations, the floats, the queen coronation, the football game, the play, etc., that fascinated our visitors. One of the hosts reported that his guest, for the first time, seemed to get the impact of American education. There were 35 high school bands from all over Southern Illinois in the Homecoming parade and about 50 other units (floats, skits, marching groups, queen and court) from the University student body. This particular teacher had tried to talk to as many of the high school band leaders as possible and he finally began to see the connection between extra-curricular activities and studies.

Social invitations and speaking engagements were extremely beneficial in promoting mutual understanding. The people of Carbondale were very generous; as one of the educators said "the hospitality in private homes was amazing." From other evaluations: "I feel that these really gave us the proper opportunity to know about the life and culture of the people in this land," and "Social activities have been most interesting and have given us a broad picture about the American way of life." The people who entertained gained as much, if not more. They are still talking, and will for a long time, not only about the broadening of their horizons but about how much fun they had.

Speaking engagements took the educators to towns as far as 100 miles away and were tremendously effective international relations. No better summation of the worth of all these extra-curricular activities can be made than the following, from one of the teacher's evaluations:

"Trips. To have the possibility to visit different parts of U. S. A. helped me to realize which are the common ideals of American people and how this country, which was formed by people of different races and creeds, could become only as a one country.

"Social Life. To receive invitations of clubs, families and American people has been the best way to realize how they work, what they think, how they enjoy, what are their ideals and how they look at people of different countries. I have had the opportunity to get acquainted with the different aspects of American life.

"When I was invited by some families for a dinner and after that I asked the housewife to help her to wash dishes and she accepted it I felt I was taking part of that family life. And when the children asked me to go to their rooms in order to show me their toys, I felt they were also thinking I was really their friend.

"When I was invited for dinner by an American girl who was in a class I was attending and she introduced me to her girl friend and I could realize how they lived in a trailer and they talk with me about their way of life: how they were working and studying at the same time, I thought I was really understanding the way of American life.

"And when I met people who worked in different fields and all of them behave with me like friends I understood the real meaning of American democracy.

"Speeches. To have the opportunities to talk about my country made me feel that American people wanted to understand our problems in the same way I am trying to understand U. S. A. problems."

Two suggestions can be made: complete effectiveness of the extra-curricular program necessitates careful planning and close control. Committees should be formed in advance

and social invitations scheduled for the teachers immediately upon their arrival, with follow-up for about six weeks if necessary. After that the invitations take care of themselves but should be controlled to see that some do not get too many, and others too few. Field trips, also, should be taken the first two months--the last month the teachers feel the pressures of social activities, speaking engagements, studies, reports and either try to keep up with everything to the point of endangering health, or let something slide that may be more worthwhile. As one of them wrote, "although it was interesting to attend all the different meetings and invitations, I sometimes wondered if it would not have been better for me to stay home and read good books about my subjects."

Initial invitations need clarification on both sides. If the whole group is invited they should be told exactly what to expect: at a tea, a picnic, a buffet, etc. The host or hostess too should be briefed on the people in the group and their backgrounds. The committee to get the "ball rolling" on individual invitations should be sure that each hostess, when calling, tells the prospective guest something about herself and her family to prevent embarrassment. One of the teachers wrote, "Many of us were completely blind about the personality and education of our host at a dinner or a party and that makes it hard to begin a sensible conversation." The hostess, of course, should have as much personal information about the guest as possible, so she can make him feel at home.

D. General Comments

It is evident from the evaluations of the various phases of the program that all those participating in the International Teacher Development Program at Southern Illinois University felt it was a success and its broad, general objectives were realized. As far as the specific goals of the visitors were concerned, the degree of attainment varied somewhat with the individual.

On the whole, the selection of the teachers was good; they had a cooperative attitude; their professional backgrounds, though varied, were adequate in all cases, and language facility was not a serious problem. The visitors, themselves, were more critical in this respect than were we who worked with them. A few of them felt that some were "too immature socially and educationally to be representatives of their countries, and to be able to discuss their systems of education or government with any authority." This immaturity, however, did not affect the program as a whole to any significant degree. It should be stressed that personal qualifications are all-important: the ability to "get along"; the desire to learn, coupled with sufficient open-mindedness and "drive" to do so. One of the advisor's wrote,

It was my personal feeling that some of these foreign teachers indicated a great deal of interest in learning about our methods and techniques but for some reason didn't seem to take the time to follow through with the visits and conferences planned for them.

Others felt that some of the visitors had too little sense of obligation: to the program planned for them, to each other, and to the country from which they came. This is partially our fault and could be remedied first, by careful selection and, second, by stressing from the beginning the aims of the program (that some individualized needs must be sacrificed for a group-focused project), and the fact that freedom entails responsibility.

In the final analysis these criticisms are minor contrasted with the gains made in international understanding and friendship. Many of the visiting educators felt, particularly at the beginning, that our educational system was too easy, that there was too much emphasis placed on extra-curricular activities and not enough dedication towards mature scholarly pursuits. As time went on they began to revise, somewhat, their own philosophy of education and to realize that this was a cultural phenomenon of our society, not necessarily the fault of our educators. The faculty at SIU who had contact with the visitors profited greatly; not only did they learn about comparative educational systems and receive new ideas but, as one faculty member said, "These conversations stimulated my own thinking about the values of American education. I had to think it through. By being the 'Devil's Advocate,' so to speak, I realized that some of the things criticized had some justification in terms of what we want--the 'well rounded' child."

The international friendships made were exemplified in the forming of the new "international fraternity"--Alpha Omega Epsilon. Although this fraternity was formed by the group partly in fun, it has a serious aim. Each educator was made national president of the fraternity for his respective country and given the right to "initiate" members in his own

Foreign Teachers To Study At SIU, Visit Area Homes

Twenty-seven foreign teachers said Saturday. Anyone wishing to enter one of the 27 visitors as a student—and guests—at Southern Illinois University this fall, in their homes may arrange the visit through her office. The group represents 21 scattered nations. Dr. John E. Grinnell, SIU.

Campus Calendar

Visiting Educators' Panel Set For Thursday On U.S. Travel

A visiting educators' panel on "U.S. Travel" is one of the lead events on the calendar for next week. The Thursday panel will feature visiting educators from Ceylon, Australia, Panama, Venezuela and Zanzibar. The 7:30 p. m. panel, presented by the International Relations Club, will be held in Muckleroy Auditorium. Here is the calendar for tonight through Thursday, Nov. 17-19:

Teachers Will Be Guests In Carterville

Twenty-two foreign teachers now at Southern Illinois University will be special guests of Carterville at the city's annual Free Fair Saturday night. Carterville Business and Professional Women's Club mem-

25 Teachers To Inspect Farms

A number of Jackson County farmers will be host to about 25 foreign teachers Tuesday.

Among the hosts will be Edmund Cochran of southeast of Elkville and Harold Kuehn of near Elkville.

Purpose of the teachers' tour will be to observe general farm practices. No special demonstrations have been arranged, Jackson County Farm Adviser Eldon Starkweather said today.

Starkweather will accompany the group. The teachers represent 22 nations and are now at Southern Illinois University studying American vocational education methods.

Plans For Visitors

Council 'Adopts' Teachers

Arranging for participation in community activities for 25 foreign teachers will be the business of a special Carbondale Community Council meeting Sept. 17.

The Council agreed Thursday night to cooperate with a volunteer residents' committee in planning for the teachers' visit. The teachers are expected Sept. 20 and are to stay in the community until Dec. 21.

Their stay is sponsored by the U. S. Office of Education and Southern Illinois University, under the International Teacher Development Program. Under the

far as possible, she is matching the special interests of guests with those of the host families.

But places still are needed, she said, for two engineers and four business teachers. The residences should be close enough to the campus that the visitors can walk to their classes.

To give the visitors a more rounded view of American family life, she said, she is seeking to arrange for some other family to "adopt" each guest part of the time. The adopting family would be expected to invite the visitor into their home on occasion and a touch of family life in a strange and sometimes bewildering new country.

The almost overwhelming hospitality showered on us; the invitations to homes, clubs, associations, and churches; the way in which the faculty of Southern Illinois University gave unstintingly of their time; and the way in which

Southern Illinoisan: prepare to leave for America, may I people of Carbondale of the 25 foreign to have been attached for the last three a part of the International Teacher Development

re we have met ded generosity and liness of a kind l not be equalled

twenty families homes to us who plete strangers to we were their per- This thoughtful ided homes away nd a touch of fami- ly life in a strange and some- times bewildering new country.

The almost overwhelming hospitality showered on us; the invitations to homes, clubs, associations, and churches; the way in which the faculty of Southern Illinois University gave unstintingly of their time; and the way in which

In School at SIU Visit in Cairo

(Picture on Page 5)

Because three teachers from Egypt expressed a wish to see Cairo, Ill. named for their Cairo, Egypt, twenty-four foreign exchange teachers came to Cairo Wednesday.

They came by chartered bus first to Magnolia Manor where they were greeted by Victorian gowned hostesses and taken for a tour of the historic home.

Mrs. Charles Koehler and Mrs. C. C. Carter narrated the fascinating story of the home in which General U. S. Grant visited his Civil War friend Charles Galigher.

Harry Weeks, executive secretary of the Cairo Chamber of Commerce, Miss Virginia Herbert, Mrs. William F. Meehan, Mrs. Grace Duff, Alexander Coun-

caused the founders of Cairo working only with a map and a knowledge of the rich delta soil, at the joining of the rivers, to choose the name of Cairo, Illinois, for their venture in city building and banking in January 1818.

The visitors were guests of the Cairo Woman's Club at the library where they were served punch and cookies at an informal reception.

Presiding at the punch bowl was Mrs. B. B. McPherson, county president of IFWC, and a former superintendent of Alexander county schools. The tea table, lighted by avocado green tapers, was brightened by an arrangement of deep rose chrysanthemums.

Those helping entertain the vis-

Area Hospitality

Foreign Teachers Impressed

the whole community made us feel always as honored guests was a tremendous and affecting experience.

We met the same attitude of pleasant informality, great kindness, patience with conduct which sprang from different backgrounds and cultures, and a sincere desire to be of service to others in a number of towns visited in Southern Illinois — in Murphysboro, in Herrin, in Carterville, in Cairo, in Marion, and many others.

But I hope that we showed our realization that this was a two way business. If we received in abundance, perhaps we were able to contribute something, however, small, to the life of the community. That would please us mightily, if it were so, for we have a debt of gratitude too great ever to repay.

We cannot hope to thank individually all who helped us, so may we say "Thank you. We will never forget you".

Max H. Bone, Chairman
International Teacher
Development Program

Not Enough Tolerance, Engineers

Two Visiting Educators Spot Faults In U.S.

By Carl Mayhew
Of The Southern Illinoisian
This country has two major faults — not enough engineers and not enough tolerance of different people, two foreign visitors told the Southern Illinoisian recently.

Southern Illinois University engineering school. In

Farewell Skit

Teachers Say Thanks

By Ben Gelman
Of The Southern Illinoisian
In a skit, appropriately entitled "The College of Babel", the 23 members of the International Teacher Development Program who have spent three months at Southern Illinois University thanked their hosts and hostesses for their hospitality Tuesday night at "The Haven."

Substituted "A Period of Cr-

that the vocational stimulus is one of the most important in education."

Education in Malta and Jamaica are similar in one respect — since the systems are based on British models, they emphasize competitive examinations as the basis for promotion and entrance

group is leaving on Dec. 19 — an international version of a football game, complete with band and cheerleaders, and a hilarious takeoff on one of the many seminars which constituted the serious work of the group at SIU.

There were also a spoof of a talent show and some pointed remarks about the customs and orientation procedures for visitors to the United States.

Concluding the proceedings, "Max's Mayhemists" asked SIU

parts of the weeding-out process because junior college students can find out in those institutions about their aptitudes for college work.

Durrant complained American system cause of the general work.

"We are less a y doing wo s. I think ell offer gr student worl said they e Southern rticularly at 'orts on their Durrant, "I my family a o that wher hree years fr

DAY FO s — Temp 7-8 degree. rmal high uth. Norma 22-32 south- such Mood

Government Official In Southern Illinois

Arab Tells Of Life, Goals In Native Egypt

Editors Note: The writer of the following letter is an official in Gamal Abdel Nasser's United Arab Republic. A native of Egypt, the author has been studying at Southern Illinois University. Here are some of his views on Southern Illinois and his native land.

During the last three months of my stay in this country I have come to understand the working of the educational system here at different levels and have been able to meet with many educationists of this country working in different fields. It is a privilege for me to observe the different activities of the Southern

dent in our universities maintains himself with about half of the expenses that a student requires for maintenance in an American University.

U. A. R. has about 10,000 elementary schools, 2,000 high schools and seven universities of which five are in Egypt and two are in Syria.

Oldest University

Azhar University, the oldest existing university in the world is in Egypt and is about 1,000 years old. At present the U.A.R. is building three elementary schools every two days and therefore hopes to remove illiteracy completely within the coming five years.

Many of them very high positions the fields and there ranking directors i and social welfare, en work as editors s of some newspaper cally every type of society is open to

The woman has rights with man. According to the of the land the girl before the age of before the age of erally the marriage at the age of 22 for men.

him from actor, Mrs. Albert as associate our mainstay, 12 hours per us, Dean Ern-ed the Seminars r week, and geland whose

country who might travel or visit the other places around the world. Armed with his certificate, the traveller who might visit any one of the twenty countries represented (including the USA, of course) would need only to look up a fraternity brother or sister and he would no longer be a stranger, but would be "granted all the honors and privileges pertaining to membership in the Society."

The following final quotations from Southern Illinois people attest to, and summarize, the values of the program:

"My husband and I had seven of the teachers to dinner one night. We always hold hands and say "grace" before we eat, which we did that night. Each one of our guests wished to participate, so we all joined hands and, one by one, Methodist, Moslem, Salvation Army, Buddhist, Roman Catholic, Lutheran, Episcopalian, and Baptist gave thanks in his own tongue and in his own way. It was a most heart-warming and moving experience."

"My home became somewhat of a meeting place. . . . It is surprising, when people of different backgrounds get together and think of each other as friends, instead of "different" or strangers, how "undiplomatic" they can be without hurting feelings. I feel a great deal was accomplished all around at these sessions, and was surprised at times when these "foreigners" would end up defending American "faults" that are criticized around the world without an effort made to understand them, perhaps much better than I could explain them myself. I think they were surprised, too, and one of the most interesting developments was to see the attitudes slowly change during the three months we had our discussions. . . . Having such close association with these people left me more stimulated, and made me do more thinking than I had done in a long time."

"I feel we have a much better understanding of other peoples--their customs and way of thinking--by having her with us for three months. . . . In our opinion their stay in Carbondale was well worth the cost in money and effort on everyone's part."



THE GROUP



At Magnolia Manor, Cairo, Ill.



After Lunch with Mr. Eggers



With Morrisises, Grinnells,
Simons and Humbles

COMMENTS FROM COOPERATING OFFICIALS



Dr. Ernest J. Simon
Supervisor of Seminars

Dean, Technical and
Adult Education Division

It has been a distinct pleasure to have been closely associated with Southern's first group of foreign teachers through the International Teacher Development Program. Their leaving emphasizes the vast need for additional exchange of peoples from around the world, and the tremendous value elicited from such an exchange of philosophies, customs and cultures.

As a result of the extensive program provided, these representatives made noticeable strides in their concept and application of the fundamental elements of Vocational Education, and on their return they will be, I am certain, ready and eager to share the tremendous burden of educating their country's youth and adults to meet the technological demands of the 20th century.

In addition, the enthusiastic reception which Southern offered our foreign guests was extremely heartwarming and certainly emphasized the unanimity of opinion that this first International Teacher Development Program was very beneficial.



(Mrs.) Mary Wakeland
Assistant Coordinator

Assistant Foreign Student Advisor

I certainly enjoyed assisting with the International Teacher Development program at Southern Illinois University. My great regret is that the opportunity did not come when I

had no other pressing duties as it would have been both a pleasure and an education to have spent many more hours with the interesting visitors and to have enjoyed with them many of the trips which were arranged. Those Carbondale people who entertained the foreign guests frequently for dinner and relaxed conversation and those who acted as housing hosts have all reported memorable experiences.

It is a good plan that pictures and papers regarding each I. T. D. member were available several weeks before the guests arrived. Any bit of information regarding interests, experiences, family and hobbies was valuable in choosing the right guest to recommend to an interested prospective host and hostess. Too, it was fortunate that the group was placed together the night of arrival so that some important last-minute changes could be made. For instance, the only two cases where double instead of single rooms were assigned had to be revised, and it was wise to reverse two fathers of three youngsters who seemed equally suitable to place with a gay, informal American family of five until we learned that one hoped for quiet to write a book and the other was lonesome to romp with children.

My suggestion would be to urge all future I. T. D. people to fill out their questionnaires very, very completely. Information regarding conservatism, sophistication, a desire for exercise or inability to walk distances could furnish useful clues in matching guest and American home happily.

One of the profits the University gained is that the teachers were so enjoyed that many doors that were opened for them have been left open for our 220 foreign students. The students and those of us who work with them are most grateful.



Dr. Anna Carol Fults
Advisor for Grantees in Home Economics
Chairman, Home Economics Education Department

Program for Seven Foreign Teachers

1. In August, studied papers and data for each person in terms of needs and interests as stated and mapped out possible courses as suggested audits and possible experiences for each one.
2. September 19. Met bus to meet group as they arrived in Carbondale. Ate supper with group.
3. September 21. Met the six (6) home economists and the person in guidance and teacher training in crafts who joined the Home Economics group at the Home Economics Building. Introduced group to Dean of School of Home Economics and toured parts of building to become acquainted.
4. September 23. Group meeting. Each teacher discussed her goals with reference to Home Economics in this program and various courses for audit and experiences were discussed.

5. September 24. Group meeting. Each teacher brought a written statement of goals. Individually and with the group as a whole these were discussed and courses for audit were listed and discussed. Experiences which could be provided the group were discussed.
6. September 24. Met with total group of educators and discussed Home Economics Education in United States at General Seminar.
7. September 28. At 4:00 a tea was given for the faculty of the School of Home Economics and the group of foreign teachers so that the groups could become acquainted. Background data on each foreign teacher was dittoed for faculty members. Each teacher had an opportunity to meet and talk with faculty members whose courses they were interested in auditing.

During the next two weeks, had an individual conference with each foreign teacher, approximately one hour, in which we discussed her program and made contacts with other faculty members, appointments, etc.

Throughout the quarter, at the request of the group, three meetings per week were held. These were both for planning sessions in terms of experiences the group wanted as well as for information, study, and analysis. Individual conferences were arranged as needed.

8. October 1. Met group and took them to President's reception for faculty.
9. October 5. Took group to University School to have conference with home economics supervisor so that they could observe classes with more understanding. At this time they discussed the program, toured the department, and made arrangements for observations of classes and F. H. A. meetings.
10. October 12. In group meeting went over report of former foreign student and discussed report that each of them would make based on her goals, auditing, and observations in Home Economics, and some ways that her learnings could be applied in her country.
11. October 28. Met with group and Mr. Eggers from Washington office who was planning and explaining itinerary for travel following the University phase of the program here.

In general, this is the type of program that was carried through during the entire quarter. The group varied in educational background, years of experience, and type of positions held. However, they seemed to be quite sincere in their desire to make the experience here as meaningful as possible in terms of needs in the field of Home Economics. In fact, in the beginning each of the teachers planned to do more than was feasible in her desire to get as much as possible. Some of the courses were audited from the standpoint of seeing how the course was organized here, subject matter included, and methods used since the foreign teachers were responsible for teaching these courses at home. In these cases, they did not intend to audit regularly during the entire quarter.

Most of the group were interested in the teacher education program. They met with the student teachers in Home Economics in the pre-student teaching seminars (Home Economics Education 310 & 311) and then followed the student teachers into the off-campus student teaching centers to observe the student teachers in the center, see the high school department and program, and to observe the supervisory aspects of the program. The following schools were visited: Hurst-Bush High School; Mt. Vernon; Carterville; Pinckneyville; West Frankfort; DuQuoin; Marion; Benton; Zeigler; University School on campus; Lincoln Junior High School; Carbondale Community High School; and possibly others. When these visits were made, the foreign teachers gave inspirational and informative talks to the high school pupils with opportunity for discussions. These seemed to be most worthwhile experiences for both the high school students and faculty as well as the foreign teachers.

One of the foreign teachers remained on the campus instead of attending the meeting in Chicago to follow the student teachers through the post student teaching seminars on their return to the campus. She will be responsible for directing such a program on her return to her country.

The foreign teachers contributed to the discussions and to the group of student teachers. Frequently they helped the student teachers to recognize the opportunities which they have and to see the situation from another perspective.

Other kinds of experiences carried on or arranged for in the group meetings were: Examining the philosophy, scope, and purpose of the high school home economics program; examining books in all areas of home economics which members of the group were interested in buying; visiting a trailer court to see how families lived under these circumstances; talking with Jackson County Home Adviser to see how this program is carried on, attending a county-wide annual meeting, and attending a local leader's meeting; attending the Home Economics section of the southern division Illinois Education Association meeting; working on the philosophy, scope and sequence of Home Economics in various types of programs in United States; working on individual reports; and others.

At times there were conflicting schedules in terms of the total program, the broad objectives, and what the foreign teachers wished to get in Home Economics. In some cases their own goals to go deeply into some phase of Home Economics may have been unrealistic in terms of this program. One of the group has arranged to return from the visitation phase of the program to the campus for two quarters of concentrated study.

In working with another group of this type, I would try to work more closely with the home economics staff in terms of the goals of the foreign teachers--to be more of an interpreter, so to speak, for each group. Further, when the foreign teachers stated their goals, to have them to state in writing some responsibilities which they would accept and follow through, such as the completion of a type-written report on the Home Economics phase of their work here. This list of responsibilities would be kept by each of them along with their statement of goals and records of activities, progress, etc. Perhaps we should be more vocal in helping our foreign visitors to recognize that in a democracy freedom entails responsibility.

On the whole, these contacts with the foreign teachers are rewarding and valuable for advisers, faculty, and students. We learn much from them and they help us to look at our programs and situations through their eyes and their experiences. Further, if we in America can extend our influence, our experience, and know-how to other parts of the world, it is our privilege and responsibility to do so in terms of furthering education for more effective personal and family living.

Informal Seminar



THE VISITING EDUCATORS: THEIR INTERESTS AND THEIR COMMENTS

Before leaving Carbondale, each of the international teachers was asked to react to his University assignment, for publication in this report. With the exception of three, which had to be cut because of length, these comments are reproduced here without editing.

MAXWELL H. BONE



Position: Assistant Superintendent of Technical Schools, Education Department of South Australia

Fields of Interest: Administration and Supervision (Curriculum Planning, Physical Plant, In-Service Teacher Training, Administrative Methods) Technical Education (Trade Training and Industrial Arts). Adult Education.

Permanent Address: 1, Dean Grove, Marryatville, South Australia

It is too early to give a mature answer to the question: What did you get out of your stay at Southern Illinois University? However some impressions are so strong that they can be stated at once.

The generosity of the faculty of Southern Illinois University and of the people of Carbondale generally was overwhelming confirmation of the openhearted friendliness I had always associated with Americans. Everyone conspired to make the foreign teachers group feel that it had a very special place in the community.

The opportunity to live in an American home and to converse frankly with one's host and others under normal home conditions was a unique experience and one most likely to give real understanding of the point of view of thoughtful and tolerant citizens. Always one felt that he was a valuable if temporary member of the local community--often towards the end of my stay I found it difficult to dissociate myself from local life to the extent that I could actually "study the American way of life" as required by the award under which I am travelling.

The faculty of the University--President, deans, professors--were always ready to give their time to discuss and patiently to answer questions (even rather personal ones sometimes) put to them; to allow attendance on a casual basis any lecture series which interested me; and to use their background of American educational experience to map out visits and to make the necessary contacts so that I would gain the most information in the short time available. This same spirit was shown by superintendents of schools and departments everywhere I visited.

These virtues were exemplified in the associate coordinator, Mrs. Alberta Humble, whose long hours arranging and re-arranging an amazingly varied programme to give a cross-section of local activities and industries resulted in a magnificent opportunity to observe and inwardly digest.

It became abundantly clear that the old adage that one gets out what he puts in was just as accurate in the case of the university phase. The interest shown in one's country and the opportunity to talk and discuss its features and potentialities with the resources of this tremendous country always in mind had, I believe, the effect of helping to achieve a balanced view of both countries, and, in discussing, to arrive at a level of mutual respect which is a very firm foundation for friendship.

I cannot say how successful I was in putting something into this phase, but I know that I carry a great deal away with me which cannot help but affect my outlook. My admiration for American achievement was great before, but that feeling has been strengthened and deepened by what I have seen and experienced in this so-called "small town."

HENRY V. WOOLDRIDGE



Position: Head of School of Applied Science, Department of Technical Education, and Science Teacher

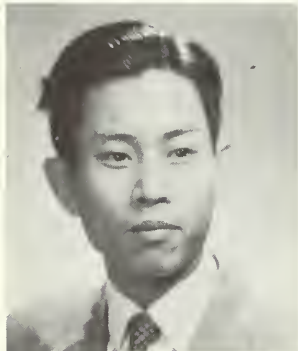
Fields of Interest: Training Technicians in the Sciences. Recruitment Methods and Standards in the Applied Science Field. Functions of Science Technicians in American Industry.

Permanent Address: 76 Upper Pitt Street Kirribilli, Sydney, New South Wales

The time spent at Southern Illinois University was most pleasant and very profitable. It afforded the opportunity to study the intricacies of the American Educational System and to come to some understanding of the complexity of the American cultural scene.

Carbondale will be long remembered for the friendliness and helpfulness of its people. Their hospitality was utterly overwhelming.

U THA DUN



Position: Headmaster, Government High School, Inpawkon, S. S. S., Burma and Teacher of English and Mathematics

Fields of Interest: Vocational Guidance and Counseling

Permanent Address: c/o Principal Education Officer, Taunggyi, Southern Shan State, Burma

It is a great privilege to me to get here at the Southern Illinois University, an attractive and peaceful institution, where students and teachers get together and work together for the cause of Illinois State and for United States in general. Our group of twenty-six foreign teachers representing nineteen different countries were very happy here and got on very well to each other like a family unit under the able and initiative management of our Associate Coordinator, Mrs. Humble.

Behind the difficulty of communication and the superficial differences in culture and customs we were united by a single aspiration, a single goal: the progress of our respective countries through improved methods of education. This working together of different people from different places of the world with different backgrounds at SIU proved to be one of the most enriching experiences of my life.

The program here gave us a good and unique opportunity to see the life of American people from different aspects. We had the privilege of sitting in the classes, going on trips to various different places, having dinners and parties in American families, churches and clubs, and I found them enjoying a full democratic way of living which is admirable to me.

Visits to Vocational and Technical High Schools, Comprehensive High Schools and some Junior High Schools also gave me a first-hand knowledge of the education system here and I found them very interesting and they are really profitable to me. The main objectives of these schools is to adapt to the wide interests of the heterogeneous student body and to adapt more to the needs of the people. In the case of my country it is highly academic and divorced from the needs of daily living. Seminars which we had thrice in week, on the other hand, made me able to perceive the whole picture of the Vocational Institutions of the State of Illinois. As they are well organized, well staffed, and well equipped that it made me jealous of them and long for them to have more and more in my homeland as they are really the ones which meet the needs of the majority of people.

Talks and discussions with various faculty members and staff of the SIU and various teachers of the schools concerned gave me a great deal of new ideas and methods which I believe will be of much help to me and I could never forget their untirable and patient explanations and encouragements.

May peace and prosperity be with the faculty members of this University, with the friendly and helpful host and hostess and with the generous and hospitable people of Carbondale.

CYRIL R. EKANAYAKE

Position: Instructor of Wood Work, Government Training College,
Maharagama

Fields of Interest: Theory and Practice of Audio Visual Aids in
Education, with Particular Reference to Science, Mathematics,
Handicrafts. Preparation, Use, and Maintenance of Audio Visual
Aids (Instructional Materials)

Permanent Address: Block 3, No. 7, Government Housing Scheme, Nawala,
Rajagiriya, Ceylon



It was only on the morning of my departure to the United States that I came to be aware of my going to Carbondale for the first phase of my training programme. Frankly, I found it difficult to locate it in the map which was available at home. Once I had succeeded in finding the place I began to wonder as to what a University in such an unknown place could afford, in the way of Audio Visual Education.

At Washington I attempted to convince my program officer to change the University, and on being assured that it was one of the best places in the land for my particular field of study I decided to accept it.

Once I settled down to work in Southern I soon became aware how wrong I was in my imagination. The subject of Audio Visual Education was fairly new to me and the assistance I have had from the faculty of the Instructional Materials Department of Southern was of immense value. Through discussion and auditing of courses I was able to gather much information. The knowledge has opened to me the scope and content of a new field of Education which has not hitherto made any remarkable headway in my country. I am confident with the knowledge I have gained I would be able to make a start with the organization of an Instructional Materials Center in the Institution I serve. For this I am much indebted to Southern Illinois University.

During my short stay here I have been able to make a study of the organization of Vocational Education in this country. My knowledge I am sure will be useful to all concerned with Technical Education in my country.

The many visits I made to homes and communities convinced me of one thing, that is, if any one wishes to see a full picture of the American life and customs he should not look into the large cities but should look into the rural areas. The people in the rural areas enjoy

a greater sense of freedom and ease. Their attitude to life on the whole seems very confident and enthusiastic. The deeply inherent desire to give and take and to discuss problems, however touchy they may be, is something which I consider unique and commendable. The door of every house and organization was thrown open to us and thus concealing nothing. This I believe is to a great measure due to the very high ideals of freedom and democracy deeply rooted in the heart of all people in America.

The sincere smile that greeted us everywhere and the enthusiastic desire to be of service are two things that will forever be a picture in my mind.

This University is unique in the sense that it is located in the calm of a rural setting and I believe, that it is an ideal place for learning. I have enjoyed every minute of my stay here, and my only regret is that when most of us are getting accustomed to the ways of life here we have to say Good Bye.

Finally, my thanks go to all, both in and out of the University who contributed in making my life in Carbondale such a memorable one. As I return to Ceylon to take up the work of my profession I would say Thank you and all the best.

PENTTI JUHANI LAMPILA



Position: Teacher, The Institute for Promoting of Vocational Skills.

Fields of Interest: Policy, Methods and Materials in Teaching Automotive Courses. Training of Service Personnel in the Automotive Industry. Diesel Fuel Injectors.

Permanent Address: Kalevankatu 28, B. 28, Helsinki, Finland

I found that Carbondale was and still is a small, nice and friendly city. But I was amazed that there was so big, rapidly expanding, well-organized and directed University with wide variety to choose. But the University's Vocational Technical Institute surprised me mostly, it was really well-equipped and all the teachers and instructors knew their trade or profession. I never forget my stay in Carbondale and all my friends over there.

TUTTU NURMIAHO



Position: Teacher of Home Economics in Teacher Training College and Teacher of Food and Nutrition in College for Registered Nurses.

Fields of Interest: Research Institutes in Home Economics. Methods and Curriculum in Home Economics. Teacher Training

Permanent Address: Heikinpohjantie 8-D-34, Savonlinna Finland

According to the YELLOW BOOK, the main purposes of our staying in a University town and University are:

1st. To find out something about Vocational Education in the U. S. A., in my case something about Home Economics.

2nd. To find out and understand the American way of life with its democracy in every part of it.

S. I. U. and Carbondale in Southern Illinois were quite unknown to me; when I left Finland I couldn't find it on the map. But what a surprise it was. Very friendly and tiny college town just like my own with its 15,000 inhabitants. People who tried to make us feel ourselves at home and they really were very successful in that. We didn't find any time to feel lost or homesick, so well were we taken care of.

And it was not only the people of Carbondale, but many from the whole Southern Illinois, who really did their best during those numerous field trips we did in Little Egypt, was it a visit to a farm, coal mine, hospital, school, association, club or county jail.

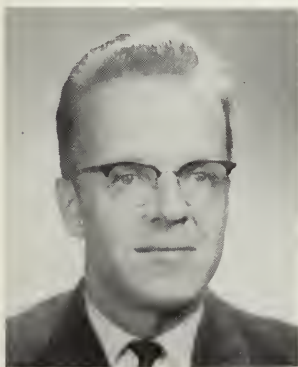
The University and its different schools and colleges gave us an impression of very active life and wide spread interests. It serves the whole Southern Illinois, not only the students inside its walls, but also small communities and cities in the poorest part of the very well off Illinois State.

Especially Sunday concerts and different exhibitions in the museum, as well as freshman convocations and theater, gave many possibilities to understand these people and their country.

And the efforts to understand the American education were not wasted, I really got something to take with me back home and to try to apply and transplant there.

Our headquarters in Barrack "K" was a place of constant exchange of different ideas of education on an international basis. There we were also brought up to be more open minded and understanding, whether it was the U. S. A. or other foreign country. As a proof of that, the new International Society Alpha Omega Epsilon was established.

MARTTI JOHANNES PATURI



Position: Headmaster, Pakilan Kansalaiskoulu (Public Compulsory Vocational School)

Fields of Interest: Curriculum Planning and Progressive Methods of Education, Education with Vocational Accentuation, Training in Practical, Non-Academic Subjects, Vocational Guidance, Trade and Industrial Training at all levels, Technical Education, Extra-curricular Activities

Permanent Address: Haavikkotie 13 K 92 Maunula, Helsinki, Finland

In 1959 a new school act was passed by the Finnish parliament. After this act the 7th and 8th grades of the primary school changed their form. Preliminary vocational education is given to all children who will have their future occupation in the different fields of industry. I was asked to apply for a scholarship to the USA to make myself familiar with the vocational education system of the States. I have been interested in the different fields of vocational education, because the technical subjects for boys, home-economics for girls, and business education for both boys and girls is given in the seventh and eighth grades. I will be able to get an entire picture of the vocational education system of the U. S. I have concentrated on studying the problems of teaching administration, guidance, and testing and employment after leaving school. The leisure time activity of youth has been one of my interests. I am sure that we can adapt many new ideas and cooperation between different countries and close personal relations between officials of different school systems will cause the best results.

We are representing our country in the U. S. A. The social life apart from the official program is a very important part of the cooperation. The people I have met represent the life of this country. The parties, visits and meetings brought us into the middle your every day life. Now I know how the people live in these United States. Being in Carbondale has given me opportunity to observe many facets of the life in a small community. I want to mention the Jaycees of Carbondale. The members of this society are in my age and they represent various occupations in industry and business.

I want to thank all of my friends. These Carbondale days have been comfortable. The entire period has brought new views. Sometimes we have been criticizing your conditions, but commonly we have been satisfied.

MIKKO I. SALOMAA



Position: Instructor in Industrial Economics and Economist at the Institute of Industrial Supervision, Helsinki

Fields of Interest: National and Industrial Economics, Leadership Training, Marketing, Business Administration

Permanent Address: Taivaanvuohentie 14 C 19, Helsinki, Finland

The frank, straightforward and natural way of communication is a great asset of American people. It is easy to find and make good friends here, like in my country. Your customs do not differ too much from ours but may be in one aspect, the situation of man. For instance, in Carbondale (15,000) according to the Chamber of Commerce you have 48 business, manufacturing and service organizations; but women's associations total to 63! What about men's emancipation?

CONSTANTINE J. SYNGROS



Position: Elementary School Teacher, Experimental School of the University of Athens

Fields of Interest: American Policies and Practices in Vocational Guidance

Permanent Address: 8 Olenou Street, Apt. 8, Kypseli, Athens, Greece

We reached Carbondale on the 19th of September after a tiring journey, and we received a warm welcome. The next day we were settled in homes.

On the 21st of September our first general meeting was held in a room set aside for our use. There we were introduced to our official coordinator and associate coordinator (International Teacher Program).

During the first week which was set aside for orientation, we had special interviews to discuss our study program.

I attended four classes and, of course, our seminars.

I often visited University School, and Winkler School (twice) and observed how they worked and I had a look at their schedules and excellent textbooks. When I was invited to the last school to talk, I gave the pupils some historical and geographical information about Greece. I also attended the interesting meeting of the P. T. A. (Parents-Teachers Association) at Brush School. I spoke on the Radio-TV Department Broadcasting Service about my impressions of the U. S. A. people and school system and, finally, I corresponded with a school girl from Cairo, giving her information about my country.

I am generally pleased with my stay here. The inhabitants of this place are courteous and kind. I can judge from the family in whose house I stayed for three months, they also love family life.

In connection with my studies, I do not have any complaint, although I did not manage to obtain all the knowledge that I should like. But that was because our individual needs and vocational interest are so varied. So it was not possible to find all classes and seminars very interesting.

I personally learned a great deal from my visits to the Vocational Technical Institute (V. T. I.), to the University School, where I observed teaching, to Employment Service (Murphysboro), to O'Fallon Technical High School (St. Louis), Washburne Trade School and Bogan (comprehensive) High School (Chicago). I will never forget those excellent schools. What a pity that I could stay there for only a short time!

As to our program it is not easy for one to state his reactions, because the time of our stay here was short. But I feel that there could have been a better balance between discussions on theoretical aspects and study of practical applications in schools and other appropriate places. Because most of what one hears is forgotten later and one has access to books while that which one sees is rarely forgotten. This is generally true.

Fortunately several times we were given some pamphlets and notes during the seminars and we also received several pamphlets from the State Department of Education in Springfield and from the Vocational Education Exhibit in Chicago. So I shall have the opportunity of studying them better later at home.

I shall leave Carbondale and the excellent staff of the University (that helped us in our education) with the best of impressions.

I admire your great country which protects the peace and liberty of other people, I am thankful to have been its guest.

When I get back to Greece I will try to tell my people about my excellent impressions of the high level of civilization of the U. S. A. and their friendliness to all of us.

Good-bye, Carbondale, the town of kind and helpful people, quiet life, nice houses, plentiful trees and lovely squirrels.

I will never forget you!

PERSEPHONI PEPI TZAKOU

Position: Teacher of Home Economics in Teacher Training College

Fields of Interest: Home Economics Education in Secondary Schools and Universities with special emphasis on Foods and Nutrition. Teacher Training.

Permanent Address: 36 Ipsilantou Street (Kolonaki), Athens, Greece



I am living in Carbondale, a small city in Southern Illinois, from 20th September, auditing courses and seminars and participating with others in a program that Southern Illinois University organized for us. This program, including a general seminar about vocational education, courses in our fields, visits, meetings and many kinds of social activities was really a source of knowledge for us.

I am, in Athens, a Home Economist. After my studies in Greece and France I travelled to many countries, England, Switzerland, Germany, Italy, Lebanon to see Education, but I didn't find in any country home economics so highly developed as it is here.

New methods, new systems, new ideas, new buildings and above all the philosophy and the purposes of homemaking education, the new aspects of it, adjusted in the personal and family life. I am really fascinated. Home economics in United States is not a rigid and academic education, but alive, extended to the communities, trying to promote by better homemaking training better citizens, better societies, better and higher standards of living. Home economics education utilizes the resources of the personal and family life to build a new philosophy of life and to attain the values which are considered as most worthwhile.

Except this experience which for me is the biggest in my professional career, this travel gave me the opportunity to see the American life, to know the American people. I had my European prejudices about American life as one industrialized type of life, and the idea that American means a human being who as a machine is running after money.

Now I know that Americans are a peace minded people, friendly, hospitable, with respect of the human dignity, belief in democracy, love of freedom, desire to be helpful. Don't imagine that this people is a mixture of European people. No, it is the American people. The mixture of so many countries melted in this fertile land and formed the new American people who looking forward created a new civilization, the American civilization. I visit schools, universities, factories, farms, mines. I lived for three months with one American family, I was invited for dinners and week ends by many others. I saw how they think, how they live and what their aspirations for the future are.

I am going to leave Carbondale on 20th of December for a two months trip to the western and the northern States. I hope it will complete my experience.

I will remember forever this happy and profitable time in Southern Illinois University as a member of a group of 26 grantees from 19 different countries, interested about Vocational Education.

The ice was broken fast, the barriers of languages, customs, religions, conditions of life fall. I didn't understand how I managed to release prejudices and false ideas and to make in a such a short time so many friends over the world.

GERDUR HULDA JOHANNSDOTTIR



Position: Teacher, Laugarvatn Domestic Science College

Fields of Interest: Chemistry of Nutrition. Child Psychology;
Children's Care and Training. Administration of Home Economics
Education

Permanent Address: Husmadraskola Sudurlands, Laugarvatni, Arnessysla.
Iceland

The first three months of the International Teacher Development Program in Southern Illinois University, Carbondale, has offered rich and meaningful experiences for me. I have had a wonderful opportunity to gain a real insight into the practical application of education

in the United States and into American community life. After my returning home I will long remember many pleasant and profitable experiences and the opportunities I have had for developing my special aptitudes by taking courses in Home Economics Education in general, but especially Child Care and Development.

These studies will help me to do better work in my college as a teacher of Home Economics.

I have been impressed by the Americans hospitality, friendliness, and I have seen the significance of the open hearts and the hand that the Americans do hold out for friendship.

I want to express my deepest acknowledgment to the staff of S. I. U. for all the facilities in giving me the experiences and studies that I needed.

RAMKRISHNA KAR



Position: Lecturer in Education, Basic Training College, Angul, Orissa

Fields of Interest: Secondary and Vocational School Administration.

Audio-Visual Aids. Counseling and Guidance; Tests and Measurements

Permanent Address: Basic Training College, P. O. Angul, Orissa, India

On the next day of my arrival at Washington, D. C., Mr. Keith K. Eggers, my program officer, told me that I would have to go to Carbondale for my University phase of the program.

I could find out the place in the map of the U. S. A. after some time and then went through the University bulletin and could know that the population of Carbondale is only 15,000. My friends from India advised me to approach the program officer and ask for a change as the place is very small and as most of them had been assigned to universities located in metropolitan areas. For a day or two I was a bit hesitant and was not able to decide as to what I should do but finally decided not to ask for any change and to come over to Carbondale and see how far I would get on with the people here. From the very first impression at Plaza Courts, Carbondale, on the 19th September, '59, I felt that the stay in Carbondale would not be bad. As the days passed by the acquaintances with the people here, their hospitality and sociability made me feel quite homely and now I feel that the stay here ought to have been lengthened.

During these three months the experiences that I had are really unique and I think I do not have the sufficient number of words to express the same properly. Our visits to different scenic places, factories and mines gave us a very good knowledge of the life and environment of the Southern. The hospitality provided to us in different American homes gave us the clear picture of the sociability and generosity of the people in this land. The visits to schools is of special importance to me as we are now working on similar lines diversified courses of studies in our higher secondary schools in India. I feel that I am very much benefitted by the special seminars that are arranged for us by the coordinator and associate coordinator in the Southern Illinois University.

On the whole the life in Southern Illinois University is quite enjoyable and pleasant and I do not know how I have been able to spend these three months here so soon even though our reception at the Plaza Courts on the 19th September, '59 appears to be an event of the yesterday.

GERALD IVANHOE DURRANT



Position: Senior Education Officer, Government of Jamaica, Ministry of Education

Fields of Interest: Vocational Guidance. Trade and Industrial Training. Organization and Curriculum of Vocational Schools. Placement Services. Vocational Agriculture. Commercial Education.

Permanent Address: 11½ Red Hills Terrace, Half Way Tree, Jamaica, West Indies.

Mr. Durrant did not contribute any comments for this report; he left the group early in December for his next assignment.

OH EU LAN



Position: Teacher of Domestic Science, Methodist Girls' School, Penang

Fields of Interest: Food Preparation, Needlework, Interior Decorating, Textiles, Floral Arrangements.

Permanent Address: 28 Logan Road, Penang, Malaya

The program arranged for us has been most instructive and thanks are due to the capable people who are in charge of it. During my short stay here I have learnt about American education and became better acquainted with the American way of life. People with whom I have come in contact have been most kind and helpful and are ever ready to offer their assistance when asked. The friendliness and hospitality of many people have banished away the feeling that I am a stranger in a strange country. I feel that while I am in Carbondale I have not been far away from home. Getting to know the people in the group has proved to be one of the most interesting experiences. My stay here has been most profitable and enjoyable. Before coming here I have not even heard of "Carbondale." Now I shall go away with many pleasant memories of the University and the wonderful people of Carbondale.

CARMEL JOSEPH CUSCHIERI



Position: Master in Charge, Government Technical School, Hamrun, and Member, Board of Education, Malta.

Fields of Interest: Organization, Administration and Supervision of Secondary Technical Schools, Technical Colleges, and Trade Training Centers.

Permanent Address: 33, St. George's Street, Gzira, Malta

On arriving at Carbondale on the 19th of September, we were greeted by a representative group of citizens who, I presume, had been organized into a sort of working committee to plan and advise on the social side of our programme. We were introduced to "Southern" by a bus tour of the University Campus, the Vocational Technical Institute and the Lake Resort areas. From then onwards the Churches, Service Clubs, individuals (mostly members of the University Staff) and other groups were untiring in their efforts to entertain us at dinners, teas, lunches, and receptions. On many occasions I had to refuse to accept invitations due to previous commitments. Some of the visits I enjoyed most, were those to Sangamo Electrical Works, Western Electric (Chicago), Norge Works and Science Museum. However, the visit to Anna State Hospital was also interesting and I was really amazed with what was being done in the field of treating mental cases and to learn that about 72% of those who were admitted for treatment were able to return home almost completely recovered.

I had many speaking engagements and informal meetings with different sections of the population. I also spoke over the two radio stations and was interviewed by several newspaper representatives. I attended educational conferences, conventions and banquets, visited schools and administrative offices of education on a state and local level.

The University library where I used to spend most of my evenings proved to be a very important asset for my research work. Students at Southern should be proud of this first-class library.

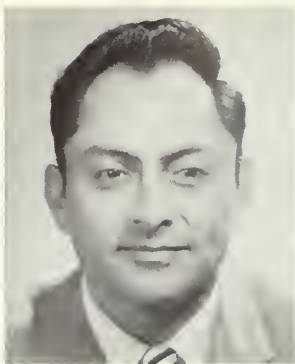
Almost everywhere I attended or spoke I was amazed at the keen interest in and the anxiety of Americans to know more about Malta. On every appearance, almost without exception, I was very well received and sometimes quietly amused by the observations made and the questions asked. In passing, I might say also that most Americans that I met seemed to be very poor in their knowledge of foreign countries, as so many of the questions they ask the visitor would suggest. In several cases it would appear that they have heard of few other countries besides Russia, China, England, Japan, Canada, Australia, France, Italy, and Germany. I had to go to great pains to assist a college official (a Ph. D. at that) to locate Malta on the map, since he had never heard the name before, and all this in spite of the fact that thousands of his country men visit Malta every year.

Another thing that impressed me at SIU and I understand it is common to so many other institutions of higher learning, is the fact that about 50% of the work in every branch of employment in the college is done by students. Lectures are so arranged that those who are working in the mornings can have those classes in the afternoons or nights. Even teachers in full time employment outside, can take a full year's course through evening classes in certain areas. Students and sometimes also teachers are not ashamed either to do any sort of work whether it is washing dishes or doing other unskilled work. Personally, I should love to see our British Universities adopting some of this "work and study" pattern and so make it easier for people of slender means or people in employment to do a University course. The standard of students entering the University also varies a lot due to different standards for high school graduation and other factors, and it would appear that the first one and a half to two years of the University course has to be geared to improving the general education of the Freshman and Sophomore, hence the Convocation lectures are compulsory for all Freshmen as well as courses in English and United States History. If I were to compare I would say that the Cambridge Higher School Certificate or the General Certificate of Education (Advanced Level) in any subject takes care of the levels attained in the freshman and sophomore years of study.

I wish also to put on record the meeting I had with Dr. Conant while in Chicago, and to register agreement with him on many vital points of National importance. I think many responsible people would agree that it is important that Americans should realize that their leadership and indeed their national survival is being challenged as never before in history. They must also be brought to realize that this survival and well-being of their country depend no less upon the strength of the educational system than upon the strength of the military establishments. It is true that Educational institutions in a democracy are expected to meet the fundamental needs of society, but if these institutions are subjected to passing whims and fancies, they cannot perform this function. Responsible citizens share with educators a moral obligation to insist upon wise and careful planning to meet fundamental needs and to protect the educational institutions from hysterical demands and panicky reactions.

Lastly, I am convinced that several are those among foreign educators that would agree and rejoice with me that there exist many, many high schools in your entire nation where the future mechanic, the future electronics specialist and the future lawyer can come to understand one another by sharing experiences in the classroom.

LORENZO J. GONZALEZ LATUF



Position: Guidance Counselor. High School and Normal School Teacher

Fields of Interest: Guidance and Counseling. Child Development.

Permanent Address: 8"A" #116, Colonia Narvarte, Mexico, D. F., Mexico.

During my stay at Southern Illinois University I have had the opportunity of knowing not only different systems of education in College and High Schools, but also see practical Democracy in action during our visits to city councils and different official places in the state.

I am sure that no tourist, no matter how much money he will like to expend, can get a better picture of the American family as we did, not only during their stay in homes but also during social activities, church and different places of recreation.

I hope that future grantees will profit even more than we have done, but the experience of being the first group in this activity in Carbondale, undoubtedly has been something special not only for us but for our host and hostess.

My only hope is that I may have the opportunity to try to return the hospitality and welcome that we receive from the people of Carbondale.

THORMOD EGIL KJOLNER



Position: Deputy Headmaster, Baerum Vocational School. Teacher of Norwegian, Mathematics, Natural Science, and Physical Education. Teacher in Oslo Municipal Commercial School.

Fields of Interest: Administration of Vocational and Commercial Schools. Teacher Training. Audio-Visual Aids. The Place of Theoretical Subjects in the Vocational School Curriculum.

Permanent Address: Brynsveg 86, Sandvika, Norway.

When I was first given the information in Norway that my university period would be at Southern Illinois University in Carbondale, I had difficulty in finding this city on my map. On the trip across the Atlantic Ocean I asked the Americans on board the ship about Carbondale, but no one had any information to give me and most of them had never heard of the place. To be sure, I wondered what such a place had to offer a teacher with special interests in the field of vocational education. I thought that cities like Chicago, New York, Los Angeles, etc., would be more appropriate for me. Now, I can assure you, my doubts were without foundation. I now understand it was best for us not to jump directly into the special vocational field, but first, as we did, get the knowledge of the whole American school system and the philosophy of education. It was useful for me to follow the excellent lectures of Dr. Lawson about American philosophy of education. I did not always agree with this philosophy, but it gave me an understanding that Americans honestly are trying to meet the needs of youth in a modern and developing nation. I appreciated that in the seminars we were given the knowledge of acts, laws, and problems concerning vocational and industrial education, and I wish to thank Dean Simon for his lessons; also, for bringing in people from other fields of education, e. g. from

the Labor Union, etc. Through visits to different kinds of industries, farms, mines, and various types of schools we had a chance to contact workers, industrial leaders and teachers; it was useful to know their points of view and valuations of vocational education in an age when all things are changing and developing so rapidly. Some of them outlined what they expected from this education in the future.

These trips also had another valuable aspect which I often appreciated more than the vocational side of it. They gave me a wider picture of the United States, its possibilities, its needs, and culture, and the American way of living. During these contacts with people and by living with an American family, I was able to get an idea of what the single human being is thinking about democracy, religion, education, the behavior of youth and the future. Here I wish to thank my host and hostess, Mr. and Mrs. Samford, for a wonderful time in their home.

I think we all enjoyed all the extra curricular activities such as the football games, the concerts, the homecoming event, etc., and our own "Homegoing."

During our stay we had the opportunity to speak to different kinds of groups such as teachers, students, scouts, womens' clubs, and church groups, and to visit many homes in Carbondale and nearby communities. Again, it was good to meet the individuals and to learn that we all have our difficulties, our dreams, and our wishes to build a better world for the next generation.

It was a great experience for me to attend the 53rd Convention of the American Vocational Association in Chicago. There, we were faced with the problems of American vocational education today. It was interesting for us foreigners to listen to the different suggestions for the future development of vocational education.

I wish to summarize the whole in these words: These three months have had a double value for me. The first was that I got this opportunity to study at Southern and to meet many friendly people in Carbondale. The second was the experience of working together in an international group of teachers, sharing sorrows and joy, exchanging points of view and practicing the ideals of the United Nations. Finally (and at last), it is harder to leave Carbondale than I had thought. This beautiful university campus with the open space, the kindly people I have met in the community, and the members of the international group have become a part of me. Believe me, I shall really miss you all.

And then, a statement by foreign minister of Norway, Halvard Lange: "The Atlantic Ocean is no more a border between two nations, but a highway between two friends."

NORMAN E. WYNTER



Position: Teacher of Woodworking and Industrial Arts, Instituto de Artes Mecanicas, Divisa

Fields of Interest: Field of Industrial Arts, specifically Woodwork, Upholstery, Finishing of Furniture, Machine Maintenance, Shop Organization and Administration.

Permanent Address: Calle 28, #9-13, Apt. 1-3, Panama, R. de Panama

"I have just been informed by the Department of State that you have tentatively been assigned to Southern Illinois University, Carbondale, Illinois."---CARBONDALE!

I started at once trying to locate Carbondale on the continental map in our Information Service back home; but Carbondale could not be found. For a moment I was a little nervous, so I decided to go to the U. S. Embassy and get further details, such as location, climate, etc. Finally the Vice-Consul helped me to locate Carbondale.

Oh, how I was so happy when I spotted the little dot on the map.

After a very interesting period in Washington for our orientation, we travelled to Carbondale. I shall never forget the warm welcome that we received, as we dismounted the bus. "How do you Mr. Wynter." I was so astonished to see how our Associate Coordinator could name each of the 25 grantees that arrived here that memorable night of September the 19th.

Here, I have been kept quite busy from the day of my arrival; attending seminars, classes, social activities, educational visits, recreational engagements and lots more functions that at the present moment they would be too long to enumerate.

A very interesting week was the preparation of Home-coming 1959 of S. I. U. Throngs of persons crowded University Avenue, on the Saturday morning to watch the Home-coming parade. Led by the Marching Salukis and Queen Mary Ruth and her court, the parade lasted for an hour and a half. While many male on-lookers strained for a look at the royalty, it was a little girl in the three or four year old class who got all the attention from the passing queen, court and attendants. Standing on the front row of the crowd, the young viewer waved at each passing convertible. Without exception, the queen and her court and attendants waved. I was so amused to see this incident.

One of my greatest experiences was also my housing accommodation with an American family. Here I saw how a home is managed in the U. S. A. Parents taking care of their kids at night with their home-work, music lessons, Girl Scout activities and other social engagements.

My person on S. I. U. campus was well known due to my humoristic role. I shall always remember the fine hospitality given to me by the faculty and staff of this extremely fast-growing University.

I enjoyed my speaking engagements with the various organizations; not only in Carbondale, but also in towns in the area of Illinois; especially with the high school kids, when they frequently would ask me about wild life (animals) in my country.

Also, an interesting factor was the many religious denominations that exist in this little town; if I am not mistaken 27 different churches; but nearly all invited the foreign teachers to some activity. This was very nice of the organizations to have us with them during our stay in Carbondale.

Well it was really an interesting moment for me to be within a group represented from A to Z (Australia to Zanzibar) to learn more about the North American educational system, philosophy and methods of Vocational Education, and also that of the foreign countries.

As I will say "all's well that ends well" we have arrived to our ending phase in Carbondale.

I shall have great memories of this town and will always remember the great friends I met at SOUTHERN.

ADA PASTOR GONZALEZ



Position: Teacher of Spanish Language and Literature. Future Assignment: Counselor in G.U.E. "Teresa Gonzalez de Fanning."

Fields of Interest: Guidance and Counseling

Permanent Address: Piura 673 - Maraflores, Lima, Peru

When I go back home, I will bring back with me a wonderful experience about Southern Illinois University and Carbondale, the small town where it is located.

People have been very kind and very friendly, ready always to help me. I have felt as in my own home.

But, the most important thing I have learned here is about American Democracy. It is the sense that nobody feels inferior or superior to another one.

The third day I had arrived at Carbondale, I went to the shoemaker to repair my shoes and we talk just for a while. I came back once more. Two days after that I met him on the street and I was really surprised when he said:

- Hi, how are you?
- Fine, thank you
- Are you going to school?

. . . And he accompany me more than one block and we were talking friendly.

Another day, when I went to the beauty shop, the young girl who was washing my hair and set up, started to talk with me. At the end she asked:

- Do you have many friends here?
- Well, I am here just a week.
- Do you have any special appointment this evening?
- I don't know. I have to look at my schedule.
- If you don't, would you like to come with me and other friends? They are very nice fellows and you will enjoy with us. Will you come with us?

And, later on, when I went with some friends to make a walk around the lake, because the weather was nice, we met President Morris and his wife. They were riding their bicycles, and when they were near of us, they say to us:

- Hello, isn't it a lovely day?
- Oh, yes, it is.
- And the Campus, and the lake look pretty. Don't you think so?
- Sure. And we are enjoying very, very much here.
- Nice. Bye, bye.
- Bye, bye.

These incidents and many others, really impressed me in U. S. A. I think they are the most marvelous examples of American Life and the American Democracy.

EUNICE A. WARNER



Position: Teacher-in-charge, Home Economics Centre, Arima

Fields of Interest: Home Economics. Vocational Administration and Supervision.

Permanent Address: Palm Drive, Champs Fleurs, St. Joseph, Trinidad, West Indies.

Participation in this International Teacher Development Program has been a great and wonderful experience. As a teacher of Home Economics I have gained tremendously from auditing courses here at Southern Illinois University, attending special seminars and visiting

nearby schools. But, even more than that, I have been stimulated by the close contact with so many new and interesting people from so many different countries. It has been demonstrated that differences in language, customs and race need not be barriers to friendship and understanding, for I now have friends not only in America, but also in countries that until recently were mere names to me. I shall long remember this adventure.

NAIL FALAY



Position: Teacher and Assistant Dean, Technical Teachers College

Fields of Interest: Teaching Methods in Arts and Crafts. Teacher Training. Administration of Teacher Training Colleges. Guidance.

Permanent Address: Sihhiye-Serge Sok Saray, Apt. #29/3, Ankara, or Kiz Teknik Ogretmen Okulu Mudur Y., Ankara, Turkey.

As a dean's assistant at the Girls Technical Teachers College and also a supervisor of the practice teaching program, I applied for a grant with two main goals in my mind:

To get better equipped for my administrative duties and to further my experience and knowledge in the methods of supervising practice teaching.

I, therefore, attended to certain courses at the Southern Illinois University. And also I have visited many schools in and around Carbondale and made observations and talked to the teachers from these two standpoints. Those were very interesting and fruitful for me. I took a great advantage of them. Upon my return those will help me contribute to the adjustment of my profession.

A number of opportunities arose for us to participate in inter-cultural exchanges such as educational conferences, organization meetings, visits to private homes and other social and recreational activities.

The people are very kind, friendly, frank and sincere in their relationships, especially they are most cordial and helpful to people of other countries.

I think Americans make foreigners so well at home that one does not find it difficult to adjust and be a part of their lives.

I wish to express my thanks and indebtedness to the teachers of Southern Illinois University and to Dean Grinnell and to Mrs. Humble and Mrs. Wakeland for the interest they have shown in my studies and for the help they have given.

AHMED MOSTAFA EL GAWISH



Position: Supervisor of Teacher Training Schools, Ministry of Education, Cairo.

Fields of Interest: Administration and Supervision. Teacher Training.

Permanent Address: 65 Nuzha Street, Heliopolis--Cairo, Egypt, United Arab Republic.

It is a good opportunity to speak about my program since the first day I arrived Carbondale until the day I am leaving. Three months I stayed here in Carbondale but it seemed to me that they are three days only because of my interest with the program and my happiness with the people of Carbondale. I was very interested with my courses here in SIU which were very useful to me. Members of the faculty willingly gave up their valuable time advising us and discussing aspects of our educational interests. I learnt many things about the system of American Education by visiting schools not only in Carbondale but in many towns. The students reacted with mature courtesy and patience to our many questions. Our learning here was not only in SIU and by visiting schools but also by living with American families in which I received a good hospitality. My staying with American families was a kind of Education. For this reason I believe that the American Education is a way of life.

MAHMOUD SAMIR AHMED



Position: Headmaster, Old Secondary School of Commerce, Alexandria.
Future Assignment: Principal, Vocational Education School (Commercial Section) and Member of Technical Office for Vocational Education, Ministry of Education, Cairo.

Fields of Interest: Administration and Supervision of Vocational and Technical Schools. Teaching of Commercial Subjects. Vocational Teacher Training.

Permanent Address: 48 Kasr el Eini Street, Cairo, Egypt, United Arab Republic.

I think it was a wonderful opportunity to stay here in Carbondale for these three months. During that time I had the chance to have a keen look on the different systems of Education in the United States.

The efforts which were made by those very kind people who were supervising our program, made it easy for us to stay here, to visit the different schools and to speak to the American people. It was a unique chance to have a real study of the life in the U. S. A.

I remember that all the days I spent here in Carbondale were full of joy, knowledge and experience.

My thanks to Dean Grinnell, to Mrs. Alberta Humble and to Mrs. Wakeland.

MOHAMED SAAD EL DIN EL MOUGY



Position: Section Head, Educational Research and Projects Department, Ministry of Education, Cairo. (Supervisor of Practical Preparatory Schools)

Fields of Interest: Administration and Supervision. Vocational Education. Secondary Education.

Permanent Address: 18 Dr. Ali Ibrahim, Ramez Street, Apt. 11, Helio-
polis, Cairo, Egypt, United Arab Republic.

The object of my visit was to examine the system of education and methods adopted in the various levels and standards of teaching in this country.

The Southern Illinois University was kind enough in making my task easier in many ways. They, in the first instance, arranged my lodging in a house of an American family so that I may be able to know at close quarters the way Americans live, eat, and dress, and may thus acquaint myself with the culture of the people. In this connection I had the opportunity of meeting several other families in Carbondale at dinner and other meetings.

The University also arranged my visits to several schools in the region and State of Illinois in order to see the system of education prevalent in the state. I must say that I am greatly impressed by the methods employed in determining the intellectual standard of the students. I have also liked the vocational training imparted to the students in schools.

Further, the University very kindly organized my discussions with the students and staff of Southern Illinois University on problems of education. I was also provided opportunities of attending lectures given to graduate classes and also of addressing them myself on educational problems of my country. In the exchange of ideas and discussions I was able to form certain ideas regarding the usefulness of the system of education practiced here to the conditions of my own country.

To supplement this, I was enabled to see factories in this area and the management and organization of industries.

The University authorities also made arrangements for me to visit the farms in the neighborhood so that I had a close study of the agricultural methods and machines used in this country. I also had an opportunity of studying the electoral system and the elections in this country and this gave me a good idea of how the mayor, boards of schools, and local bodies are elected. I visited Robinson at Thanksgiving Day and went to church also to see the social customs of the people and the way they worship.

While discussing with American families, educationalists, and industrialists problems of interest to me, I found that the general impression about my country was that it is a desert, mostly undeveloped. Its people they thought were most backward compared to the modern scientific age. They further believed that President of U. A. R. Nasser was pro-communist. But when I showed them the various pictures and photographs of factories, buildings, towns, universities, and new projects in my country, they were simply amazed at it. Further, I told them that U. A. R. and its president is not pro-Russia but neutral and friendly towards all the countries. U. A. R. is a friend of the U. S. A. just as it should be a friend of any other state.

The exchange of ideas has helped me in explaining several things about my country and correcting the wrong impressions in the mind of American people.

Thus my visit has been beneficial not only to me but also to U. S. A. and the American people. I have given two speeches on the radio, one in the University Broadcasting and the other in the W. C. I. L., where I explained in detail all the relevant problems and conditions of my country in order to rectify the wrong impressions of the American people about U. A. R.

I have written the above few lines just to enumerate the various facilities which were provided by the Southern Illinois University at Carbondale. Without these facilities my task would have been very difficult which has now been made quite easier. In a short period of about three months I have seen, discussed, and learned a good deal. This was all through the good offices and kindness of this University.

I, therefore, offer my sincerest thanks and gratitude to this University and its President, Dean Grinnell, Dean Simon, Mrs. Humble, Mrs. Wakeland for making my stay here comfortable and useful and providing me the necessary facilities briefly mentioned above.

RAFAEL DANIEL MEZA CEPEDA



Position: Teacher of Commercial Subjects, Instituto de Comercia Gusman Blanco

Fields of Interest: Teaching of General Business Subjects, especially Office Machines.

Permanent Address: Avenida 2 No. 93-14, Maracaibo, Venezuela.

There are many things in the books that deserve a smile when we go through them, but many times in practice that same expression makes our spirit warmer and younger.

I don't know how long it took the S. I. U. reception committee to learn our names (some are really difficult) and associate them with our nationalities and faces. But the work was done, and our feelings when in a foreign country and in an almost unknown town (excuse me Carbondale Chamber of Commerce) where every body greets us like old friends was something that put new pep in our spirits and new energy in our bodies. I will never forget the expression of one of the ladies: "You are Mr. Meza from Venezuela, and I recognize you because your picture was not sent to us".God Bless her heart!

Later on, the welcome of our host proved to be not the protocolary smile of a politician but the hearty hello of a person who wants to open not only the doors of his house but the gates that lead to a better understanding not only of his community but his own state and country.

Of course there were some differences, many habits were not very easy to understand, many expressions after translation were not quite the same, the family life is not exactly alike, but more important than our differences were our similarities, the same pride and love from the parents to their sons and the same general idea toward a place better to live and work in.

I am very proud of being assigned to a University without walls, a University that makes its goal to spread knowledge to every part of Southern Illinois, and do not wait for the people to come to them but send her equipment, educational material, and a capable faculty to search the towns and villages.

One thing I don't like about my trip to Carbondale, is the fact that when the mailman and the postman, the barber and the butcher, the newspaper boy and the policeman, greet me with a warm HI; when Finland and Ceylon, when Zanzibar and Australia, when Egypt and Greece were names more close to me than many of the towns surrounding my own city, it was time to sayGOOD BYE.

Carbondale may not be in many of the maps of the United States, but it will always have a place in my heart.

PERVIZ FARDUNJI JASAVALA



Position: Domestic Science Mistress, Government Girls' Secondary School, Zanzibar.

Fields of Interest: Methods of Teaching Home Economics. Home Economics Administration and Supervision. Cultural and Social Problems as They Affect the School Situation.

Permanent Address: P. O. Box 259, Zanzibar.

It is a unique experience for me to be visiting this country. New York has impressed me with its nationwide organizations, houses with roofs almost lost in the sky, the supermarkets that have everything to sell, the wide roads that confused me, the cafeterias that serve thousands of people in a day, the masses of people that swarm up and down the streets, the lines of never-ending automobiles and the beautifully illuminated streets and shop windows.

In comparison, I found Carbondale a homely town where I felt right at home. The people of Carbondale, S. I. U. staff and the family with whom I stayed were very helpful, tolerant and entertaining. The best part I enjoyed was telling them about Zanzibar and its people. I visited many neighbouring communities and I was impressed by their warmth of affection and sincerity of attitude. I hope that I find the same welcome in places which I am going to visit during the second phase of our program.

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